

# THE MANITOBA TEACHER

Official Organ of the Manitoba Teachers' Federation

Vol. 8 No. 6



Quisque  
Pro  
Omnibus

JUNE, 1927

15c. Per Copy \$1.00 Per Year



A.C.  
CO.

The New School Equipment Co.

A.C.  
CO.

## SPECIAL FOR Our Diamond Jubilee

Flags, Playground Equipment:  
Swings, Teeters, Giant Strides

Teachers please recommend this Company to your Trustees for:

SCHOOL DESKS.

BLACKBOARDS:

ENDURAROC—DUROPLATE.

KAUSTINE—SANITARY TOILETS.

SEPTIC TANKS.

COMBINATION HEATERS.

KAUSTINE CHEMICAL.

and

CHEMICAL AND PHYSICAL APPARATUS

*Anderson-Currie Equipment is  
"ACE" High Quality*

**ANDERSON-CURRIE CO.**

Tel. 22 232

A.C.  
CO.

7 Imperial Bank  
Winnipeg, Man.

Saskatoon  
Sask.

A.C.  
CO.



*Everything for the June Bride*

OUR CATALOGUE contains many dainty gift suggestions—send for a copy to-day.

*Gifts mailed free of charge anywhere  
in Canada*

**Dingwall's**

PORTAGE AT GARRY

WINNIPEG

*For Canada's Jubilee Celebration of Confederation*

### *The Canadian Flag Day Book*

By W. EVERARD EDMONDS, M.A., Head of the Dept. of History, Strathcona High School, Edmonton, Alberta.

Two Flag Days have been chosen in each month, and for each in addition to the Essay or, "Teacher's Talk," it includes:

a. 100 Patriotic Pieces.

70 Poetical Selections.

30 Prose Extracts.

Suitable for Readings, Recitations, Choruses, etc.

b. Patriotic Programmes.

c. Tableaux from Canadian History.

d. History of the Flag.

e. Instructions on Flag-flying, etc.

The observance of these anniversaries should in no wise develop in our young people a militaristic spirit, but teach them that bravery may be shown each day on life's battlefield; that kindness to the weak is the duty of the strong, that true patriotism is based on a recognition of justice for all humanity.

CLOTH, 75 CENTS

*Approved by Manitoba Department of Education*

### *English For New Canadians*

By GEORGE ELMORE REAMAN, M.A., B.Paed., Ph.D., Supt. Boys' Training School, Bowmanville, Ont.

This book has been specially prepared with the intention of helping new comers from non-English speaking countries in their efforts to learn the English language.

Teachers in school districts which may be mainly comprised of New Canadians will find this manual exceptionally helpful.

ILLUSTRATED, CLOTH, \$1.00 (Postpaid)

**Longmans, Green & Company**

210 Victoria Street

Toronto 2, Ontario





\$25  
JA


# The Manitoba Teacher

OFFICIAL ORGAN OF THE  
Manitoba Teachers' Federation

VOL. VIII.

WINNIPEG, JUNE, 1927

No. 7



## CONTENTS

### EDITORIAL

Mr. Wilfred Sadler, M.A.  
The World Federation Conference  
C.T.F. Convention  
Membership Payments

Meeting of the M.T.F. Executive

### DEPARTMENTAL BULLETIN

THE LEAGUE OF NATIONS  
IX.—"From Versailles to Locarno"  
Goodwill Week

### EIGHTH ANNUAL M.T.F. CONVENTION

Minutes  
Report of Statistics Committee  
Dr. Weir's Address  
Report of Committee on Juvenile  
Delinquency

Now for the Rivers and Lakes

### Obituary

SENIOR DEPARTMENT  
Supervised Study

JUNIOR DEPARTMENT  
Special Purpose Games


PRIMARY DEPARTMENT  
Silent Reading in Grades I. and II.  
Hints and Devices

### BOOK NOTICES

### JUNIOR RED CROSS

News from the Field

Official Announcements



## Mr. Wilfred Sadler, M.A.

THE newly-elected President of the Manitoba Teachers' Federation, Mr. Wilfred Sadler, was born in Dundee, Scotland. He was educated in the schools of that city and later was graduated M.A. from the University of Dundee, where he specialized in the sciences.

Mr. Sadler gained his first experience as a teacher in the schools of Dundee and Montrose. The lure of the West, however, proved too strong for him, and in 1910 he came to Winnipeg. He was first associated with

Mr. Thos. Laidlaw in the Alexandra School, an association made doubly pleasant because both men had come from the land of the heather. Later, Mr. Sadler was transferred to the staff of the Collegiate Institute on William Avenue. He was a member of the Kelvin staff for several years, but returned to the Collegiate while it was housed in the Isaac Brock School.

Years ago, Mr. Sadler received a well-earned promotion when he was appointed Principal of the Maple Leaf Junior High School, a position he has ably filled.

Since the inception of the Teachers' Federation, he has been a member; for he is always interested in any organization which has at heart the welfare of teachers.



Sane, quiet, but withal forceful, he has taken a prominent part in the deliberations of the Federation—not always seeing eye to eye with others, but always working for the best interests of the organization, as he saw them.

The writer has known Mr. Sadler for years and has found him a man of sound judgment and Scottish caniness, with a sense of humor as a sort of leaven. A good golfer, a keen curler, he has, we are told, on excellent authority, one failing—a fondness for attending meetings.

The Manitoba Teachers' Federation should, we feel assured, make steady progress during the year 1927-28 under the careful, thoughtful leadership of its new President, Mr. Sadler.

—W.A.C.



## The World Federation Conference

This great conference will be one of the most noteworthy and remarkable gatherings ever held in Canada. It will be an event great in point of numbers, interest, and educational value, and the results will be far-reaching. There will be assembled at Toronto important government officials, representatives of Departments of Education, Trustees' Associations, Universities, Teachers' Organizations, Inspectors' Organizations, and other bodies interested in education. Teachers are coming from all parts of the world, and among the delegates will be distinguished educationists and literary men. Those who attend the sessions will have a unique opportunity of learning something about educational affairs throughout the world; and to hear some of the speakers will alone be an experience of the highest value. They will without doubt look back upon the Conference as a notable event in their lives.

The Canadian Teachers' Federation as official host has a great privilege and at the same time a heavy responsibility. The work entailed is tremendous; but we are glad that the teachers have the opportunity of showing their organizing ability. We feel certain that everything will be well done—will be done in a manner which will reflect credit upon our profession. All the Provinces have had a share in preparing for the Conference, though Ontario has naturally shouldered the heaviest part of the work; and we are pleased to say that Manitoba's quota of one thousand dollars will almost certainly be exceeded, exclusive of the grant made by the government. The official delegate for Manitoba is Mr. A. C. Campbell, Principal of the Daniel McIntyre Collegiate Institute, Winnipeg. Manitoba will also be well represented by a number of unofficial delegates, who will be able to attend all the sessions. The Department of Education, the Trustees' Association, the Inspectors' Association, the Winnipeg School Board, and the Brandon School Board, will all send representatives, and of course many citizens who are in the East at the time will avail themselves of the opportunity of attending this world gathering of educationists.

## C.T.F. Convention

Following immediately upon the above Conference, the Canadian Teachers' Federation will hold its Annual Convention in the same city. The Manitoba delegates, appointed by the M.T.F. Executive, are Mr. W. Sadler, Mr. A. C. Campbell, and Miss Margaret Bell. This year the whole time of the delegates will be taken up by business meetings. This important gathering is somewhat overshadowed this year by the preceding World Conference; but much will be accomplished that will be of considerable significance to the teachers throughout Canada.

## Membership Payments

The Federation year is now two months old. The Annual Convention last April was the most representative and the most successful in our history. Business was carried through with despatch, and the reports presented were an indication of sound progress. In our new President, Mr. W. Sadler, we have a worthy successor to Mr. A. C. Campbell. The new executive is a strong one, and we look forward with confidence to a year of accomplishment and advancement. Membership fees are now due, and it is exceedingly important that as large a number as possible be paid before the summer vacation begins. Our organization has to function during July and August just the same as at any other time. Indeed those two months not infrequently make many demands upon the services of the Federations. Once again, therefore, we urge our members not to delay the payment of their fees. Already the number of paid-up members is 316; and it is to be hoped that many more will be recorded, so that there will be no hampering of our work through financial limitations. *Bis dat qui cito dat!*

## Winnipeg Situation

The matter of "Conference" having been satisfactorily settled, arrangements have been made between the Conference Committee of the Winnipeg Local and the School Board for a meeting on June 14th to re-open the salary question.

## International Federation of University Women

We are very pleased to announce the appointment of a Manitoba teacher as the official delegate of the International Federation of University Women to the World Federation Conference at Toronto. The Canadian Branch of the organization was accorded the privilege of nominating the representative and appointed Miss E. E. Moore, who is Secretary of the International Relations Committee of the Canadian Federation of University Women. Miss Moore is on the staff of the Daniel McIntyre Collegiate Institute, Winnipeg.

Education is the eternal and divinely significant process of superior adjustment to and control of the intellectual, emotional, and volitional environment by physically and mentally developed free conscious human beings.—Herman Harrell Horne.

A man should hear a little music, read a little poetry, and see a fine picture every day of his life in order that worldly cares may not obliterate the sense of the beautiful which God has implanted in the human soul.—Goethe.



## Meeting of M.T.F. Executive

THE second meeting of the Executive of the Manitoba Teachers' Federation was held on Saturday, May 7th, 1927, in the Federation offices, 403 McIntyre Block, Winnipeg. There were present: Mr. W. Sadler, President; Mr. J. R. Hamilton, Vice-President; Mr. W. Mountford, Treasurer; Mr. A. C. Campbell, Immediate Past President; Mr. A. H. Hoole, Editor of Manitoba Teacher; Miss Margaret Bell, Mr. A. E. Hearn, Mr. George Florence, Mr. Fred Tinkler, Mr. Fred L. Johnston, Mr. W. A. Anderson, Mr. George Blackwell, Miss Hazel Manwaring, Mr. F. B. Fox, and the General Secretary.

The President welcomed the new members to the Executive and said that he was sure that each and all would co-operate in making this year a successful one in its contribution to the cause of education. He thought that the recent conference gave reason for us to be confident of increased support from every part of the Province.

The following committees were appointed with power to add to their numbers:

1. The Finance and Budget Committee: Mr. A. C. Campbell, convener; Mr. W. Mountford, Mr. Fred Tinkler, Mr. Fred L. Johnston.

2. The Legislative Committee: Mr. C. W. Laidlaw, convener; Mr. George Florence, Mr. F. B. Fox, Mr. Fred Hall, Mr. Fred Baragar.

3. The Magazine Committee: Mr. Fred Tinkler, convener; Mr. A. H. Hoole, Mr. A. E. Hearn, Miss Frances Ormond, Miss Lucille Elder, Miss Dorothy Dafoe.

4. The Tenure Committee: Mr. E. K. Marshall, convener; Mr. A. C. Campbell, Mr. G. J. Reeve, Mr. George Florence.

5. The Ideals and Practice Committee: Mr. A. E. Hearn, convener; Miss Margaret Bell, Miss Hazel Manwaring, Mr. D. N. Ridd, Mr. Alfred White, Mr. V. C. Hardy.

In discussing the work to be undertaken by this Committee, it was suggested that it should assume:

1. The review of educational books;
2. Selection of educational journals.

This is additional to the work usually undertaken by this Committee.

6. The Judicial and Constitutional Committee: Mr. George Florence, convener; Mr. George Blackwell, Mr. A. P. Salemka, Mr. C. C. Stewart, Mr. S. A. Campbell.

7. The Statistical and Research Committee: Mr. W. A. Anderson, convener; Mr. W. P. Johnson, Mr. E. F. Willoughby, Mr. J. N. Clark.

8. The C.T.F. Committee: Mr. J. R. Hamilton, convener; Mr. H. W. Huntly, Mr. C. W. Laidlaw, Mr. E. K. Marshall, Mr. G. J. Reeve, Mr. G. J. Elliott, Miss Hazel

Manwaring, Mr. W. Mountford (executive member of the C.T.F.).

9. The Management Committee: Mr. W. Sadler convener; Mr. W. Mountford, treasurer; Mr. A. H. Hoole, Editor of Manitoba Teacher; Mr. A. C. Campbell, Mr. C. W. Laidlaw, Mr. Fred Tinkler, Mr. E. K. Marshall, Mr. A. E. Hearn, Mr. George Florence, Mr. W. A. Anderson, Mr. J. R. Hamilton.

The Executive then dealt with the resolutions which were passed at the Annual Conference. These were referred to the proper committees for careful consideration.

A letter, dated May 3rd, from Mr. G. J. Elliott, Secretary of the Canadian Teachers' Federation, was read. Arising in this connection were the following:

(a) The General Secretary was instructed to advise him officially re the resolution on Dominion Registration of Teachers which came from our Annual Conference.

(b) It was decided that the resolution re overcrowding be redrafted and forwarded to the C.T.F. for consideration at the August Conference of the C.T.F.

(c) The General Secretary was instructed to invite the Canadian Teachers' Federation to hold its next convention (1928) in Winnipeg.

It was decided that the C.T.F. Committee should meet soon and consider any further resolutions for the Conference.

The General Secretary gave a detailed report of the work in connection with the World Conference. The amount of the contributions already made and promised indicated that Manitoba's quota would be raised.

The President then referred to the movement in connection with "Goodwill Day." He suggested that a message of good-will from the children of Manitoba be sent in response to the message from the children of Wales. Mr. Sadler was asked to prepare and send this message.

The Executive next dealt with the selection of delegates to represent the Manitoba Teachers' Federation at the Annual Meeting of the Canadian Teachers' Federation. The following members were elected to be the Manitoba delegates to the August Conference: Mr. Wilfred Sadler, Mr. A. C. Campbell, Miss Margaret Bell.

The matter of a representative from Manitoba to the World Conference was then considered, and Mr. A. C. Campbell was chosen to be the Manitoba delegate to the World Federation of Education Associations at its Second Biennial Conference, Toronto.

Mr. A. H. Hoole was reappointed Editor of the Manitoba Teacher.

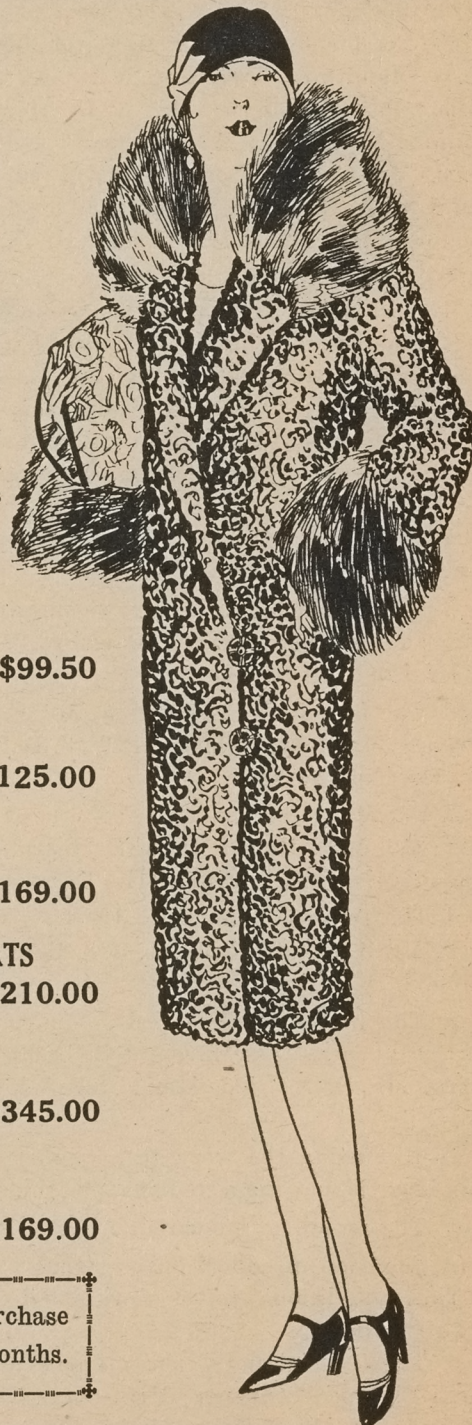
The Treasurer, Mr. Mountford, then gave to each member of the Executive a financial statement covering



# HOLLINSWORTH'S GREAT JUNE FUR SALE

Offers an Actual Saving from  
15 to 25%

**T** EACHERS—You will find the most exquisite creations in fur tailoring that this store has ever had, at the prices quoted. Every coat is a fine tailored model of the advance 1927 mode. A sale of this nature—the price reduction offered—is only made possible by the Hollinsworth policy of buying during the furriers' slack season, before the rush and advance fall prices. That is why we can show you these garments at prices well below their ruling values.



## ELECTRIC SEAL COATS

Plain

Sale Price ..... \$99.50

## ELECTRIC SEAL COATS

Sable Trim

Sale Price ..... \$125.00

## ELECTRIC SEAL COATS

Sable Trim. Extra Choice.

Sale Price ..... \$159.00 and \$169.00

## FANCY NORTHERN MUSKRAT COATS

Sale Price ..... \$185.00 and \$210.00

## PERSIAN LAMB COATS

Sable Trim.

Sale Price ..... \$225.00, \$295.00, \$345.00

## CARACAL COATS

Cocoa and Grey Shades. Wolf and Fox Trim

Sale Price ..... \$119.00 to \$169.00

A small deposit will hold your purchase  
(storage free) during summer months.

# HOLLINSWORTH & CO. LIMITED

SPECIALISTS IN WOMEN'S AND  
MISSES' READY-TO-WEAR.



## WINNIPEG

CORNER PORTAGE AVENUE AND  
EDMONTON STREET



the year and requested the members to make the necessary entries each month. In this way the Executive will have accurate information as to the financial situation of the Federation.

Mr. Campbell made an appeal for increase of membership. He pointed out that the Federation's activities were limited by our finances. He said he hoped that we could have 2,200 regular members this year.

The General Secretary reported that the monthly letter of the Management Committee for April was sent on May 2nd. This urged the Locals to meet this month, organize, and collect fees. He said a second letter would follow in a few days.

Mr. Campbell read a letter from Dr. Hardy, in which he expresses delight with his visit here and comments approvingly upon the manner in which the business of the Annual Conference of the M.T.F. was conducted.

A large number of other matters was also attended to, among which were one or two cases affecting the tenure of teachers. These were referred to the Tenure Committee for prompt action.

E. K. MARSHALL,  
General Secretary.

### FREE LITERATURE ON THE LEAGUE OF NATIONS

The Winnipeg Branch of the League of Nations Society in Canada is distributing free 5,000 copies of an address, "The League of Nations," by Mr. John W. Daffoe, Editor-in-Chief of the Manitoba Free Press, delivered at the Annual Meeting of the Branch last April. This is a very fine address indeed by one who was present at the inception of the League, and the subject is dealt with in a lucid and comprehensive fashion. Already copies have been forwarded to our Locals. To teachers this account of the League, its aims, its accomplishments, etc., will be of great value, and those who desire a copy should apply at once to our General Secretary, Mr. E. K. Marshall, 403 McIntyre Block, Winnipeg, before the supply is exhausted.

Our teachers are also urged to join the local Branch of the Society. The associate membership fee is only one dollar per annum and entitles one to receive the monthly Bulletin and all leaflets published by the Canadian Society for the year.

### KEEN SCENT

"Now, boys," said the teacher, "can any of you tell me how iron was first discovered?"

"Yes, sir!" cried one.

"Well, my boy, explain it to the rest."

"I understand my father to say that they smelt it, sir."—Our Dumb Animals.

## Departmental Bulletin

Issued by Provincial Department of Education

### TIME-TABLE—ENTRANCE EXAMINATION, 1927 (This Time Table supersedes the one previously issued) Monday, June 27th:

8.45- 9.00—Reading Regulations.

9.00-11.00—Agriculture.

11.05-12.35—Drawing.

14.00-16.00—History.

Tuesday, June 28th:

9.00- 9.30—Arithmetic (Calculation).

10.00-12.00—Grammar.

14.00-14.45—Spelling.

14.50-16.50—Geometry.

Wednesday, June 29th:

9.00-11.00—Arithmetic (Problems).

12.45-14.45—Composition.

15.00-17.00—Geography.

1. No practical test in Reading or Music this year.
2. The pupil's writing will be judged on his Composition Paper, and valued at 100 marks as usual.
3. The Bookkeeping is tested in the Arithmetic and Composition Papers.
4. When writing to the Department concerning Entrance examination results be sure to state the year the candidate wrote, and give the name of the inspector of his school at that time.

On account of the Jubilee Celebrations it has been found necessary to recast the Entrance Time-table. It is the desire of the Department that all pupils have an active part in these celebrations.

### DRAMATIC COURSES AT SUMMER SCHOOL

Arrangements have been made with the Summer School of Speech Arts to give courses at the Agricultural Colleges this year under the auspices of the Manitoba Summer School. Four courses will be given: A Dramatic Course dealing with the production of plays; a Reader's Course, in which the work of platform reading will be taken up; a Teachers' Course, which should be of special benefit to all teachers, which will deal with Speech Training, Corrective Speech, Voice, and Diction, and Vocal Expression; and a special course which may be made up of elective groups from these courses. The faculty will consist of Miss Florence Lutz, director; Miss Caroline Duncan, Miss Irene Ingram, and Miss Muriel Shirriff.

These courses should be of special interest to all teachers. Full information may be obtained by communicating with Miss Florence Lutz, Parkholme Apts., Home Street, Winnipeg, or with the Secretary of the Summer School, Department of Education, Winnipeg.

Edit Note—Those portions of the Departmental Bulletin which appeared in the May issue have been omitted.



**SAVE MONEY!**Purchase your  
School Supplies from**JOHNNY FARQUHAR**

THE SPORTSMAN'S STORE

A Complete Stock of **BASEBALL****FOOTBALL and TENNIS SUPPLIES**

10% Discount—Write for Catalogue

Mail Orders Promptly Shipped

353 PORTAGE AVE.

WINNIPEG

(Not connected with any other firm)

**"FOR BETTER WORK"**Teachers who use them tell us that the "best tools  
for better work" are**CHAPMAN'S  
Loose Leaf Note Books**

Try Them in Your Classes for

Uniformity, System, Easy Supervision  
Books for Special Subjects and for General Work.**THE CHAS. CHAPMAN CO.**

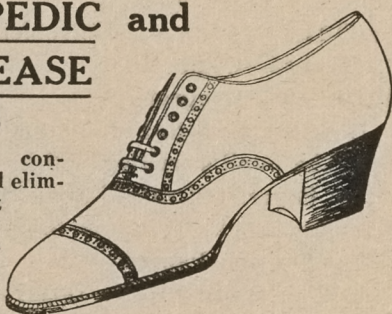
London, Ont.

Western Agents: **CLARK BROS. & CO., Winnipeg**

FEATURING

**ARCH-O-PEDIC and  
TARSAL-EASE****SHOES**

These specially constructed shoes will eliminate your foot troubles. Our sales people are specially trained to fit you perfectly.

**RANNARD-YALE SHOE LTD.**

319 PORTAGE AVE.

WINNIPEG

**School Annuals**

Is your school planning a Year Book or School Magazine? Write us for suggestions and samples. Our experience and up-to-date equipment are at your service.

**VETERAN PRESS LTD.**

Printers of "The Manitoba Teacher"

Phone 27 189

Nokomis Bldg.

Winnipeg

**BEWARE!**Timid Bathers warned  
to keep away from**MINAKI**(Ojibway for Beautiful  
Country)

Muskalunge weighing 35 lbs. have been caught at the P.A. &amp; L.A. CAMP. Up to the present, fortunately, no bathers have been attacked, but remember the late lamented Jonah's fate. But if you love nature's beauty, the tossing pines, the glinting waves, then risk it anyway.

The camp is seven miles down lake from Minaki village in a nest of lovely isles and there you will find congenial companions in a home-like atmosphere. Management is in the capable hands of Mr. D. B. Huggins, Principal of one of Winnipeg's largest public schools. His staff consists of high school and university students to a large extent. Tennis, golf, quoits, lawn bowls, baseball, rowing, paddling, swimming and diving for the energetic, and regattas, concerts, camp fires and picnics for the socially minded.

**RATES \$2.00 A DAY**

For folders and reservations apply to

MISS BRITTAI, 902 Paris Building, Winnipeg

Phone 21 839

**TURKEY DINNER EVERY SUNDAY**

S604M

**Independence  
for the  
Business Girl****EVERY** office girl  
looks forward to a  
future outside her present  
sphere—her own home—or,  
perhaps, a business of her own.She who trusts her future to  
chance and saves nothing, can  
never count on independence.A few dollars saved every pay  
day soon grow to a substantial  
sum—build for your future in a  
Savings Account.**The Royal Bank  
of Canada**



# The League of Nations

## Article 9—"From Versailles To Locarno"

(By D. C. HARVEY, University of Manitoba)

THE Peace of Versailles was a compromise between idealism and the French demands for security and reparation. The Covenant of the League of Nations had been included in the Treaty, on the understanding that there would be an Anglo-American-French security pact; and the same treaty had included Germany's forced acknowledgment of responsibility for the war and of responsibility for reparation up to the limit of her ability to pay.

The failure of the United States to ratify either the Treaty of Peace or the Security Pact almost destroyed the usefulness of the League, and as a result the next six years were in part occupied with the efforts of the European powers alone to provide this security for France and thus remove the fear and suspicion that threatened further war. This work may be outlined in three stages: The Treaty of Mutual Assistance; the Geneva Protocol; and the Locarno Pact.

From 1919 to 1923 an effort was made by Clemenceau, Briand, and Poincare on the one side, and Lloyd George and Lord Curzon on the other, to negotiate a Treaty of Mutual Assistance. They hoped to achieve security by restriction and control of armaments, by undertakings to assist a country attacked—such assistance to be assured through regional treaties and alliances with a view of limiting general responsibility, the basis being a treaty between France, Great Britain, and Belgium against Germany. This plan was rejected by the Macdonald Government, because it objected to the principle of regional treaties, demanded a universal pact, and took its stand upon the arbitration of all disputes.

In 1924 the Geneva Protocol was put forward as a solution of the problem. This document outlawed war as a means of settling disputes, insisted upon compulsory arbitration, defined an aggressor as one that would not submit its case to arbitration, and called upon all members of the League to unite against such an aggressor, allowing, however, for different degrees of assistance in accordance with geographical and military circumstances. This plan also broke down on a change of government in Great Britain. She now felt that arbitration in all cases was as yet impossible, and that she could not assume general responsibility for peace throughout the world. Other objections were taken to clauses in the Protocol that seemed to stereotype the settlements of the Peace Treaty, to the restrictions upon the distribution of armed forces, and to the Japanese amendment which seemed to threaten the immunity of

domestic questions provided for in the League Covenant.

Austen Chamberlain argued that the Protocol did not strengthen the League as it was designed to do, but still left the feeling of insecurity in certain vital quarters of Europe. He saw a solution in "knitting together the nations most immediately concerned and whose differences might lead to a renewal of strife, by means of treaties framed with the sole object of maintaining between themselves an unbroken peace." This, with developments in Germany, led to Locarno.

In the meantime Germany herself had been feeling the need of security. In December, 1922, she had suggested that the Rhine Powers, with the United States as guarantor, should bind themselves for thirty years not to declare war on one another without a popular vote. In May, 1923, she offered to bind herself to settle all disputes in a peaceable way, if France would evacuate the Ruhr. A similar suggestion was repeated in September, 1923; but as Germany had defaulted in reparations and had, as many thought, deliberately wrecked her currency, her sincerity was doubted. But in January, 1925, Chancellor Luther, in reply to a fiery speech from Premier Herriot of France, re-opened negotiations by saying that Germany wished a pact as she also felt the need of security, that she favored the Protocol but thought that acute problems should be settled first. This suggestion was so much in accord with that of Chamberlain that a solution was now possible. Hence the Locarno Conference.

The Locarno Conference resulted in a series of treaties; a treaty of mutual guarantee between Germany, Belgium, France, Great Britain, and Italy; arbitration conventions between Germany and Belgium, Germany and France, Germany and Poland, Germany and Czechoslovakia; and treaties of mutual guarantee between France and Poland, France and Czechoslovakia. All these agreements were to be regarded as supplementary to the League and to come into force only on Germany's admission to that body.

The Locarno Pact is an advance on the condition of the League in that it involves definite responsibility for specific regions; it gives both France and Germany security, it brings Germany into the League and prevents a Russian entente against the League, it signifies the voluntary acceptance by Germany of the boundaries of the Peace of Versailles, and it recognizes the principle that disputes should not be settled by force. As a whole it strengthens the ultimate influence of the League, and in more than one sense it can be said to have ended the war.



## Goodwill Week

### The World Wireless Message of the Children of Wales

In 1922 the Rev. Gwilym Davies, M.A., the Honorary Director of the Welsh League of Nations Union, suggested that a message of goodwill be sent from the children of Wales to the children of every other country. The response was an extraordinary one.

Every year since a similar message has been broadcasted from the British stations and from the Eiffel Tower Station in Paris, and replies have been received from many countries. The following is the message for this year:

"We, Boys and Girls of the Principality of Wales and Monmouthshire, greet with a cheer the boys and girls of every other country under the sun. Will you, millions of you, join in our prayer that God will bless the efforts of the good men and women of every race and people who are doing their best to settle the old quarrels without fighting? Then there will be no need for any of us, as we grow older, to show our pride for the country in which we were born by going out to hate and to kill one another.

"Long live the League of Nations—the friend of every mother, the protector of every home, and

the guardian angel of the youth of the world."

This is the reply sent, on behalf of the children in Manitoba, by Mr. W. Sadler, President of the Manitoba Teachers' Federation:

"Dear comrades of the ancient land of Wales, we, the Boys and Girls of Manitoba, thank you for your wonderful message of peace. May your noble words, throbbing through the ether, touch the hearts of all the children in the world, and stimulate with their fervent spirit the great cause of international goodwill!

"The foundations of the peace of the future must rest upon the ideals of the youth of today."

Replies from any boy or girl, public school or Sunday school, will be welcomed. These should be addressed to Rev. Gwilym Davies, 10 Richmond Terrace, Park Place, Cardiff, Wales.

The Winnipeg Branch hopes that all who have to do with young people will draw attention to this very important matter.

DAVID CHRISTIE, President.

E. K. MARSHALL, Secretary.

League of Nations Society in Canada (Wpg. Branch)

## Buy Your FUR COAT NOW at Summer Prices On Our Budget Buying Plan

10% of purchase price at time of selection, 50% by the time you take delivery,  
balance arranged on convenient terms.

NO INTEREST

NO STORAGE CHARGES

**A Double Saving in Cost!**

**A Convenient Way To Buy!**

NOT only will you secure a worthwhile discount for out-of-season buying, but all our present stock of fur coats, fashioned in the styles of 1927-28 have been made up from skins bought before the big price advances on raw furs. Garments made from later bought skins will cost considerably more. Note these prices.

	Reg.	Now		Reg.	Now
HUDSON SEAL COATS Plain and Trimmed	\$375	\$295	ELECTRIC SEAL COATS Plain	\$115	\$89.50
PERSIAN LAMB COATS Alaska Sable Trimmed	\$400	\$325	ELECTRIC SEAL COATS Alaska Sable Trimmed	\$165	\$125
MUSKRAT COATS Self-Trimmed	\$250	\$195	ALL OTHER FUR COATS AT SIMILAR REDUCTIONS		

Choose your Fur Coat now at these savings, on these convenient payment terms, and have it all in readiness for wear next season. Furs sent on approval to out-of-town customers. We pay express charges both ways. No obligation. Write to our Mail Order Department for full particulars.

## HOLT, RENFREW & CO. LTD.

FUR STORAGE

WINNIPEG, MANITOBA

FUR REPAIRS



# Minutes of The Eighth Annual Convention of The Manitoba Teachers' Federation

**T**HE Eighth Annual Convention of the Manitoba Teachers' Federation was held on Thursday and Friday, April 21st, and 22nd, 1927, in the Royal Alexandra Hotel, Winnipeg.

## First Session

The first session was held in the afternoon of Thursday, April 21st, at 2 o'clock, with President A. C. Campbell in the chair. This session was open to the public. The attendance was the largest in the history of the Federation, and attested the keen interest being taken in the professional side of the teacher's task.

After the announcements had been made, Mr. Campbell gave his presidential address. This was printed in the May issue of the Manitoba Teacher.

Mr. H. H. McNeill, Dauphin, President of the Manitoba Trustees' Association, spoke on behalf of his organization. He was followed by Inspector E. E. Best, Winnipeg, who represented the School Inspectors of the Province. Both speakers expressed the felicitations of their respective organizations. Their addresses also appeared in the May issue of the Manitoba Teacher.

The chief address of the afternoon was that given by Professor Weir, of the University of British Columbia, on "Place and Value of Teachers' Organizations." This appears elsewhere in this issue. The President expressed the thanks of the Federation for the inspiring messages of the visitors.

Before the teachers left, Inspector Dunlop asked leave to speak. He had two announcements to make:

1. The appointment that afternoon of Hon. R. A. Hoey, as Minister of Education, successor to Hon. Chas. Cannon.

2. Arrangements being made in connection with the Diamond Jubilee of Canadian Federation.

The session closed with the National Anthem.

## Second Session

The second session opened at 9.30 in the Royal Alexandra Hotel, on Friday, April 22nd. President A. C. Campbell occupied the chair.

The Credentials Committee reported the following members of the Executive and accredited delegates present: Mr. A. C. Campbell, President; Mr. H. J. Everall, Vice-President; Mr. W. Mountford, Treasurer; Mr. C. W. Laidlaw, Immediate Past President; Mr. E. K. Marshall, General Secretary.

Executive: Mr. W. Sadler, Mr. A. E. Hearn, Miss Margaret Bell, Miss Margaret Cameron, Mr. Fred Tinkler, Brother Joseph, Mr. J. R. Hamilton, Mr. W. A. Anderson, Mr. W. J. Henderson, Miss H. Manwaring.

Delegates (District A): Mr. S. A. Campbell, Mr. J. W. Beer, Mr. R. G. Tipping, Mr. C. C. Stewart, Mr. D. B.

Huggins, Mr. H. W. Huntly, Mr. A. Beech, Miss M. Buckley, Mr. George Florence, Mr. D. S. Forsythe, Mr. E. H. Morgan, Mr. A. H. Hoole, Mr. G. J. Reeve, Mr. David Allison, Mr. F. D. Baragar, Mr. R. T. Hodgson, Miss M. McBeth, Mr. W. F. Loucks, Mr. J. S. Little, Mr. J. D. McLeod, Mr. D. H. Ross, Mr. R. J. Cochrane, Miss Myrtle Whiteford, Miss A. S. Price, Miss Frances Ormond, Mr. S. T. Newton, Miss E. A. Halpenny, Mr. J. Marshall, Miss Lucille Elder, Miss R. Matheson, Miss M. Cuddy, Miss M. G. Keith, Mrs. D. H. Campbell, Miss B. M. Bradshaw.

Delegates (District B): Mr. J. T. Cressey, Brooklands; Mr. Grant Watson, East Kildonan; Mr. H. B. Donnelly, Norwood; Miss Dorothy Bilyea, St. James; Miss M. Wilson, St. James; Miss Annie Redmond, St. James; Mr. S. Burland, St. Vital; Mr. F. L. Johnstone, St. Vital; Mr. E. Bathgate, Stonewall; Mr. F. L. Bousfield, Transeona; Miss E. L. Scott, Transeona; Miss N. M. Moore, West Kildonan.

Delegates (District C): Mr. J. J. Jackson, Alexander-Oak Lake; Miss Edith I. McMillan, Boissevain; Mr. J. W. Clarke, Brandon; Mr. G. R. Rowe, Brandon; Mr. E. W. Byers, Brandon; Mr. L. A. Glinz, Carberry-Macgregor; Mr. F. W. Balfour, Deloraine; Mr. P. B. Bennett, Elgin; Mr. George White, Emerson; Mr. G. G. Neufeld, Gretna; Mr. John Sigvaldson, Louise; Mr. R. C. Mulligan, Manitou; Miss A. E. Pollock, Manitou; Miss F. H. Creighton, Morden; Mr. Harold Murphy, Melita-Napinka; Mr. O. B. Cossitt, Morris; Mr. J. N. Hoepfner, Plum Coulee; Mr. Gordon Grigg, Portage (city); Miss K. Stanger, Portage (city); Miss Rae Scott, Portage (rural); Mr. L. E. Lynd, Reston; Mr. D. N. Ridd, Roland; Mr. Lorne Belden, Souris; Mr. J. G. Toews, Steinbach; Mr. A. P. Salemka, Steinbach; Mr. R. E. Beecher, Treherne-Glenboro; Miss Bertha Sandford, Virden.

Delegates (District D): Mr. H. R. McConnell, Alonsa; Miss H. A. Vandecar, Arden-Gladstone; Mr. Fred Hall, Beausejour; Mr. W. J. Rodgers, Benito-Durban; Mr. O. T. Gamey, Binscarth-Strathclair; Miss Agnes Bannerman, Brookdale-Kenton; Miss Emma Whitmore, Dauphin; Mr. Gordon Churchill, Dauphin; Mr. J. E. Cooper, Decker-Miniota; Mr. E. Shklanka, Ethelbert; Miss Mollie Leven, Ethelbert; Mr. George W. Leonard, Eriksdale; Mr. Walter A. Kostiuk, Fisher Branch-Poplarfield; Miss Winnifred Woods, Gilbert Plains; Mr. A. B. Gillespie, Gimli; Mr. H. L. Albright, Hamiota; Mr. V. C. Hardy, Lac du Bonnet; Mr. A. J. Bell, Minnedosa; Miss Annie Riddell, Plumas; Mr. T. L. Fex, Roblin; Miss Eva Astrope, Russell-Rossburn; Miss C. M. McRostie, Russell-Rossburn; Mr. H. L. Stein,



Sifton-Winnipegosis; Miss M. E. A. McMillan, Swan River-Minitonas; Mr. F. B. Fox, Teulon.

Normal Schools: Miss M. McKay, Miss M. Prygrocki, Brandon; Miss E. A. Drewry, Mr. W. G. Sallans, Dauphin; Miss K. Campbell, Miss A. Windross, Manitou; Mr. T. A. McMaster, Mr. T. G. Caunt, Class A, Winnipeg; Miss B. Feltham, Miss W. Collins, Class B, Winnipeg; Miss I. Hinchcliffe, Mr. D. S. Schellenberg, Class C, Winnipeg; Mr. T. O. Litton, Class D, Winnipeg; Miss S. Gregory, Mr. B. Moorhead, Class E, Winnipeg.

#### Total Delegates

	1927	1926
Executive .....	15	14
District A .....	34	28
District B .....	12	13
District C .....	27	20
District D .....	15	18
	<hr/> 113	<hr/> 93
Normal School Representatives.....	15	1
	<hr/> 128	<hr/> 94

The minutes of the last Annual Meeting were then called for.

S. A. Campbell—Burland: That the minutes of the last Annual Meeting be taken as read.—Carried.

Reports of Committees then followed:

1. The report of the Executive of the year's work and of last year's resolutions was in printed form. After comments and explanations, it was adopted on motion of Mr. Marshall and Miss Manwaring.

2. The report of the Tenure Committee was given by the General Secretary and was adopted on his motion seconded by Mr. Bousfield.

3. The report of the Publicity Committee was in printed form and after some comments and explanations was adopted on motion of the convener, Mr. Sadler, seconded by Mr. Huntly.

4. The report of the Ideals and Practice Committee was in printed form, and was presented by the General Secretary. After comments and explanations, it was adopted on his motion, seconded by Mr. Grigg.

5. The report of the Legislative Committee was in printed form and was presented by the convener, Mr. Laidlaw, and adopted on his motion, seconded by Mr. Rodgers. In connection with this report, Mr. Laidlaw gave an account of the work which resulted in the securing of the new contract form. Copies were distributed among the delegates by the Committee, and Mr. Laidlaw explained it in detail. Many valuable suggestions were made, and these were noted by Mr. Laidlaw. Among these was one to the effect that we get in October a list of the schools in which the new contract form is used, and thus learn as soon as possible just how it is working.

6. The report of the Judicial and Constitutional Committee was in printed form, and after some com-

ments and explanations by the convener, Mr. Hamilton, was adopted on his motion, seconded by Brother Joseph.

7. The report of the General Secretary on membership was then given. It showed that 59 Locals were fully organized, 50 of them reporting delegates. About ten more Locals are in the process of organization. The membership for the year is 2,275. Of these Winnipeg has 825, rural (\$5 members) 864, first year service (\$3) 210, making a total of 1,899 actually in service. In addition there are 376 in Normal Schools and not teaching, giving a total of 2,275. He said that the prospects for the new year were very encouraging.

8. The report of the auditor was in printed form and was read, and on the motion of Messrs. S. A. Campbell and Geo. Florence, was adopted.

9. The report of the Finance Committee was in printed form. After very complete comments by the convener, Mr. Hearn, it was adopted on his motion, seconded by Mr. Hamilton.

10. The report of the Treasurer was in printed form, and after comments by the Treasurer, Mr. Mountford, it was adopted on his motion, seconded by Mr. Reeve.

11. The Budget for the year 1927-28 was in printed form. After some explanation and comments by Mr. Hearn, convener of the Finance Committee, it was adopted on his motion, seconded by Mr. Hodgson.

It was suggested that the honorarium of the editor of the Manitoba Teacher be increased if the finances would admit it, and that the Executive be instructed accordingly.

It was also suggested that one copy of the "Teacher" be sent at least once to every teacher in the Province.

At this point, Mr. Grigg and others urged the delegates to do all in their power to have the fees in before the end of June.

12. The report of the Statistical Committee prepared by the convener, Mr. W. P. Johnson, was read by the General Secretary. It was adopted on motion of Messrs. Hearn and Morgan.

13. The General Secretary gave an account of the work of the Management Committee. The value of the monthly letters to the Locals was stressed. He said that it was purposed to continue these, and he hoped that the Locals would make use of them.

The election of officers then took place and was conducted according to the procedure provided for in the Constitution.

As a consequence of the elections, the Executive for 1927-28 is as follows:

President—Mr. W. Sadler, Winnipeg.

Vice-President—Mr. J. R. Hamilton, Portage la Prairie.

Treasurer—Mr. W. Mountford, Winnipeg.

Immediate Past President—Mr. A. C. Campbell, Winnipeg.



District A—Miss Margaret Bell, Mr. A. E. Hearn (completing two-year term); Mr. George Florence, Mr. C. W. Laidlaw, East Kildonan (beginning two-year term).

District B—Mr. Fred Tinkler, St. James (completing two-year term); Mr. Fred L. Johnston, St. Vital (beginning two-year term).

District C—Mr. W. A. Anderson, Virden (completing two-year term); Mr. George Blackwell, Darlingford (beginning two-year term).

District D—Miss Hazel Manwaring, Birtle (completing two-year term); Mr. F. B. Fox, Teulon (beginning two-year term).

General Secretary—Mr. E. K. Marshall, Winnipeg.

At this point the President halted proceedings in order that he might refer to those teachers who had died since the last Conference. He spoke in very fitting terms of the fine character and worthy service which characterized each of the following: Mr. Thos. Laidlaw, Miss McConnell, Miss A. C. Luke, Miss Caroline Mohr, Miss J. A. Moffatt.

He also included the names of Mr. R. H. Smith, for many years Secretary-Treasurer of the Winnipeg School Board, and Professor S. Carson Lee, an ex-President of the M.E.A. When he concluded, the delegates rose and observed silence for a period of two minutes.

Dr. E. A. Hardy, of Toronto, was present, and Mr. Campbell called upon him for a speech. Dr. Hardy expressed his pleasure at being present and said that he brought fraternal greetings from the teachers' organizations of Saskatchewan and Ontario. He also spoke for the Canadian Teachers' Federation and announced that Nova Scotia had now entered. He discussed in detail the World Federation to be held in Toronto next August. His remarks were very much appreciated, and Mr. Campbell expressed pleasure at having a visitor from Ontario.

This completed the session for the morning.

Laidlaw-Stein: That we stand adjourned to meet at 2 o'clock.—Carried.

### Third Session

The third session opened at 2 o'clock, with Mr. Campbell in the chair.

The General Secretary read messages of greeting from:

Ontario Secondary School Teachers' Federation.

The Mothers' Union.

The Alberta Teachers' Alliance.

The British Columbia Teachers' Federation.

The National Education Association of the U.S.A.

Letters inviting the M.T.F. to hold its next Annual Conference in the city of Brandon were read from:

Mayor H. Cator, representing the Brandon City Council.

Mr. E. Scott Easton, representing the Brandon Board of Trade.

Mr. G. R. Rowe, representing the Brandon Local M.T.F.

A message was also received regarding "Good-Will Day."

Marshall-Bousfield: That these communications be suitably acknowledged and where necessary referred to committees for further consideration.—Carried.

The next item on the agenda was Dominion Registration of Teachers. The following resolution was then presented:

Laidlaw-Huntly: That this Conference approve of the plans so far prepared and recommend the C.T.F. to proceed with the additional steps required to put Dominion Registration into operation.

The matter was fully discussed, and questions were asked, and answered. Among those taking part, in addition to the mover and seconder of the motion, were Mr. McConnell, Mr. Hearn, Mr. Reeve, Mr. Tipping, Miss Creighton, and Mr. Elliott.

Laidlaw-Huntley: That the motion be now put.—Carried.

Mr. Huntly then suggested that the meeting "extend our appreciation of the splendid work done by the Committee." This was agreed to.

The Resolutions Committee then presented its report through the convener, Mr. C. C. Stewart:

1. Stewart-Tinkler: That this meeting recommend and urge that teachers use all opportunities that the law allows for daily religious exercises, and every opportunity at whatever time of the day for moral instruction in the school classes.

The matter was fully debated, and the following amendment was submitted:

Huntly-Stein: That the words "for daily religious exercises and every opportunity at whatever time of the day" be omitted.

The amendment was then put and declared by the President lost.

The original motion was then put and declared by the President lost.

2. Stewart-Bousfield: That it is in the interests of peaceful, efficient and economical administration of rural schools that the present multiplicity of small rural school boards shall be replaced by larger administrative units.—Carried.

3. This resolution was not reported by the Resolutions Committee as it considered that the new contract form made sufficient provision, but the Convention thought the matter should be emphasized at this time. The resolution was consequently submitted as follows:

Gillespie-Cressey: That whereas the settled presence of married men teachers and of other types of teachers desirous of establishing permanent rural homes, would be a stabilizing and Canadianizing influence in rural communities, the Legislative Committee of the M.T.F. should take steps towards securing such alteration of the school law as shall free from petty local considerations the question of teacher's tenure of office, making



such tenure dependent on professional suitability only.  
—Carried.

4. Resolutions 4 and 15 were combined as follows:

Stewart-Cressey: That the Department of Education provide a continuous supply of supplementary reading material for Grades I., II., III., and IV., in addition to the regular readers in use in such grades.—Carried.

5. Resolutions 5 and 20 were combined as follows:

Stewart-Neufeld: That it is in the best interests of the teaching profession and of education in the Province, that a fair pension scheme be put in force, and that the Manitoba Teachers' Federation use every effort towards this end.—Carried.

6. Stewart-Byers: Whereas we consider that the education of the child is the most important factor in the building of our country, and we consider that all children should have equal opportunity of obtaining the best education possible, and whereas we know that the present system of raising funds for educational purposes for real estate property results in less money being available for educational purposes in some districts than is available in others, be it therefore resolved that the M.T.F. endorses the principle of a levy for educational purposes on the whole Province based on ability to pay.—Carried.

7. Stewart-Fox: Resolved that the M.T.F. Executive take such steps to have the Acts regarding election so amended as to permit teachers changing their residence between registration and election day or away from home on school duties to discharge their franchise.—Carried.

8. Stewart-Anderson: That the Manitoba Teachers' Federation endeavor to get all Normal School graduates to agree not to engage as teachers for less than a definite minimum salary.—Carried.

9. The following resolution was then presented: That the Executive of the Manitoba Teachers' Federation take up the question of having the Manitoba School Act so amended as to make possible the negotiation of teachers with school boards.

Stewart-Bousfield: That this question be referred to the incoming Executive.—Carried.

10. The resolution regarding "Final Short Course Normal" was not reported by the Resolutions Committee, because the matter had already been attended to.

11. Resolutions 11, 13, 14, and 18 presented various phases of the problem of examinations. It was thought wise to group the four, and the following resolution was submitted:

Stewart-Neufeld: That resolutions 11, 13, 14, and 18 be referred to the incoming Executive.—Carried.

These resolutions read as follows:

11. That in the Department mark sheets issued to School Boards all marks be shown as percentages and not as at present in Science I. and II.

13. That recommended pupils in Grades IX. and X. be required to write on only three subjects; that

these be any subjects in their course; and that these be announced not more than a month before examinations begin.

14. Resolved that the Principal of a school be allowed to require Grade IX. pupils to write on one or two or more of the usual non-examination subjects, without requiring him to write all non-examination subjects.

18. Whereas the Department of Education has adopted the system of check examinations in Grades IX. and X., and because the marks obtained in these non-listed subjects have not been required for standing, there has developed on the part of some a tendency to neglect these subjects and consequently to add considerably to the work of the following year, we, the High School teachers of Pembina-Louise, humbly petition that all marks obtained be credited for standing required.

12. Resolution 12 was not reported by the Committee, and the Conference did not take any action on it.

16. Resolution 16 was not reported by the Committee because it had been intended for the Local Convention only.

17. Stewart-Huntly: That resolution 17 be not considered because the matter is already being investigated by the Advisory Board and its committees.—Carried.

19. Stewart-Hardy: Whereas the attendance branch for the rural schools at the present time is inadequate in its staff to cope with rural delinquency, we resolve that such changes be recommended to the Department of Education as will make the branch more efficient.—Carried.

21. Resolution 21 had to do with changes in the Constitution. These were considered in detail, the General Secretary explaining in each case the meaning and necessity for the change.

Stewart-Reeve: Resolved that the Constitution of the Manitoba Teachers' Federation as printed in the Manitoba Teacher of February, 1925, be amended as follows:

(1) Article 4, section 7, line 7, delete the first three words and substitute "report of Executive Committee."

(2) Article 5, line 5, delete the word "Secretary."

(3) Article 6, section 3, lines 1, 2, 3, delete the words "Secretary" and "shall record the minutes of the Executive Committee."

(4) Article 6, section 3, line 13, change words "on March 1st," to words "during first week of April."

(5) Article 7, section 3, sub-section (c), change the word "publicity" to "magazine," and delete the words "all publicity including the."

(6) Article 7, section 3, sub-section (d), line 5, substitute a comma for the word "and," and after the word "practice" add the words "and shall have the oversight and direction of all publicity."

(7) Article 7, section 3, after sub-section (f), add the following: (g) C.T.F. Committee which shall be chosen from former delegates to C.T.F. Annual Conventions, and shall have the oversight and direction of all matters



which have been referred to it by the Executive. (h) Management Committee which shall consist of the conveners of all other standing committees and the officers, and shall be of the nature of an interim Executive and shall report to the Executive its meetings.

(9) Article 7, section 7, delete the words "at the . . . Fall term" and substitute therefor the words "annually at such times as are convenient for the said Local Associations."

(10) Article 13, delete all of Section 1 and renumber the other sections.

(11) Article 13, section 3, line 11, change the word "four" to the word "six."—Carried.

22. Anderson-Cressey: Resolved that the Manitoba Teachers' Federation put itself on record as being in accord with the stand taken by the Winnipeg teachers as regards the interpretation of the word "conference."—Carried.

23. Stewart-Reeve: That we view with dissatisfaction the present over-crowding of classes in some schools; that we feel it is retarding the pupil's progress, hampering the teacher's efficiency, injuring the health of both teacher and pupil, and tending to create a false standard of promotion; and that this Convention in session recommend the appointment by the incoming executive of a committee to investigate thoroughly conditions in this regard throughout the Province and to take such action as in their opinion may be deemed necessary.—Carried.

This completed the resolutions presented by the Resolutions Committee.

Stewart-Hearn: That the report of the Resolutions Committee as amended be adopted.—Carried.

Mr. Mountford, the Treasurer, then presented charts as to membership and finance, which were very illuminating.

Mr. Campbell then announced that the business before him was about completed. In very impressive and appropriate words he asked the delegates to "carry on" and expressed his confidence in the Federation. He then called upon the newly-elected President, Mr. Sadler, for a few words. Mr. Sadler spoke briefly, expressing his desire to do all he could for the Federation during his term of office.

Cressey-Rodgers: That we accord Mr. Campbell our best thanks for his services to the Federation.—Carried.

Fox-Bousfield: That we express our appreciation of the work of our General Secretary.—Carried.

The question of the Special Fund was briefly considered, and the following resolution was presented:

McConnell-Jos. Marshall: That the Executive be empowered to use the funds as it may decide.—Carried.

This concluded the business of the Conference, and the President declared the meeting closed.

E. K. MARSHALL,  
General Secretary.

April 25th, 1927.

## Report of Statistics Committee

To the Executive Committee,

Manitoba Teachers' Federation.

Following the election of officers, plans were made to secure at once, if possible, the much-needed information concerning the teachers now employed and the various school districts of this Province.

This task proved to be greater than anticipated, however. After over 5,000 forms had been prepared, these were then filled out, and arranged in alphabetical order and carefully checked. They contain the following information:

Re School Districts (over 2,100):

1. Name and number.
2. The Secretary's name and address.
3. The number of teachers employed.
4. The nature of the educational work being carried on.
5. The salaries paid.

Re Teachers now employed (over 3,000 outside Winnipeg):

1. Name and address.

2. Number and class of certificate or certificates.
3. Where now employed.
5. Present salary and any special concession, such as "House and fuel provided."

As the committee felt that they could not complete this task alone, other teachers of Winnipeg and district were asked to assist. By the faithful and untiring efforts of this augmented group the task has been completed.

Further, we wish to report that a special form prepared by our secretary, with an explanatory letter, was sent to all the graded schools in this Province (outside of Brandon, Portage la Prairie, and Winnipeg), and the information received is now on file in our office.

We are convinced that such a committee can render valuable assistance in maintaining a vigorous organization in this Province and throughout the Dominion, and we trust that this beginning will be added to not only by our own organization but also by similar committees in the other Provinces of Canada.

WM. PENN JOHNSON,  
Chairman.



*If you enjoy Home Cooked Meals  
of wholesome food and courteous  
service in a refined and quiet  
atmosphere—*

*don't  
overlook*

*Brathwaite's  
Winnipeg*

TEA ROOM and SODA FOUNTAIN

288 Main Street

(Two minutes walk South from corner  
Portage and Main)

Attractive Balcony may be  
reserved for private parties

Phones 23 351-23 352

Ask for Manager of Tea Room.

## Permanent Waving Water Waving Marcel Waving

EXPERT HAIR CUTTING  
MANICURING SHAMPOOING  
SCALP AND FACIAL TREATMENTS

Special Wrinkle Treatment.....\$1.25

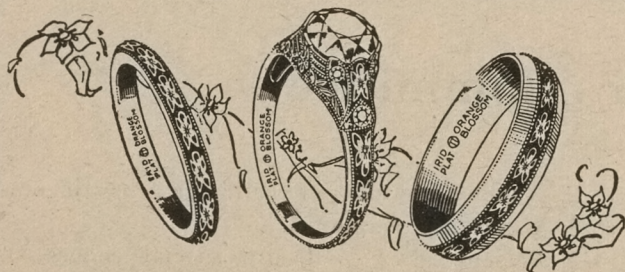
Face Massage .....\$1.00

A high standard of service maintained by  
experienced and courteous operators.

We solicit your patronage.

**Manitoba Hair Goods Company**  
LIMITED

291 Carlton St., Opp. Free Press. Phone 26 345  
118 Osborne St., Fort Rouge. Phone 42 066



## *No Gift Should be Chosen With More Care*

than her engagement ring.  
No purchase made with  
more thought and style.

### **"ORANGE BLOSSOM" ENGAGEMENT AND WEDDING RINGS**

The Orange Blossom Trade Mark assures  
supreme quality and unexcelled value in  
18-kt. White Gold and Platinum.

**KENNETH CHOWEN**

Diamond Merchant and Jeweller

Phone 24,000 400 Standard Bank Building

WINNIPEG

Selling Diamonds in Winnipeg for over 20 years



## **TO THOSE WHO TRAVEL**

We offer

### **Travellers' Cheques**

payable in any part of the civilized world.  
They provide the safest and most modern  
way of carrying travelling funds, and are  
obtainable at any of our branches.

**The Canadian Bank of Commerce**



# The Place and Value of Teachers' Organizations

(Address by DR. GEORGE M. WEIR, University of British Columbia)

**A**RISTOTLE, I believe, remarked long ago that man is a political animal. There are those who maintain that Canada is overrun by political organizations and over-governed, nationally, provincially, and locally, to an extent the Greek philosopher never dreamed possible. Union, if real, means strength, and wisely directed strength means aggressive and competent action in reaching an objective. The lawyers are organized; the medical men are organized; the farmers are organized; labour is organized; the clergy are organized; even the rum-runners are said to have an effective, if illicit, organization. Last in the field come the teachers—probably the most important, most underpaid, and most poorly organized of any profession! Is it not high time that teachers should become capable of speaking with a collective voice on important social and educational issues! Votes speak numerically as well as intelligently—though sometimes it seems as if intelligence varied in inverse ratio to numerical voting power. Was it not an ancient Roman skeptic who remarked, on not having heard of his friend for many years, that the latter was either dead or teaching school! The time apparently has arrived when teachers decline to be identified with political or social corpses. As important citizens of the community, they have decided to become more assertive and vocal—to become more socialized as well as professionalized. Teachers' federations are the medium for making effective socialized action possible.

On biological, as well as on sociological grounds, teachers must organize to protect their interests. The old doctrine of the "survival of the fittest" makes organization imperative. "No normal human being," writes Peters, "can live strictly to himself. Apart from social relations he could not develop his intellectual powers above the level of feeble-mindedness. In even a reasonably difficult situation he could not glean his living from nature nor successfully combat his enemies. Deprived of association with his fellows in adulthood he relapses to idiocy or terminates his misery by suicide. Man's nature is inescapably social. Conditions draw him as irresistibly into group life as the leaf drifting on the river is drawn into the vortex. These social propensities are, of course, not accidental, but are grounded in instincts that were necessitated by the conditions of survival in the struggle for existence. Blessed with fewer natural facilities for escape and for combat than most of his competitors, man was obliged to seek strength through co-operation with his fellows and out of this need arose, as a basis for effective group life, the instinctive tendencies to sympathy, gregariousness, altruism, co-operation, and loyalty, in much stronger form than

among any of the lower animals. The operation of these instinctive tendencies, called into play by certain types of situations, welds men together into a compact unit. The process by which individuals are thus fused into solidarity of spirit is called socialization."

## Some Accomplishments by the Teachers of a Sister Province

The teachers of a sister province have a highly creditable and effective organization which has achieved a number of praiseworthy accomplishments—though much yet remains to be done before the teaching profession in the Province referred to can claim the unity or efficiency of either the legal or medical professions. Permit me to mention several of the real accomplishments of the Teachers' Federation in the Province to which I allude.

School District A had a low mill rate and a wretchedly paid body of teachers. School District B had a high mill rate and, although comparatively very poor, endeavoured to pay its teachers reasonably respectable salaries. School District A decided to reduce the salaries of its teachers (reducing seems to be a popular pastime with certain school boards) still more, but found difficulty in doing so honourably and hence, as is usual in such cases, resorted to subterfuge. All the teachers were asked to resign on the alleged ground that a reorganization was to be effected. According to the school law a reason for dismissal or forced resignation was required. The real reason for such wholesale forced resignations was disguised and the teachers, as usual, were the victims. Those who resigned graciously were re-engaged at lower salaries. The teachers' federation fought the case in the Supreme Court of the Province and lost. After this bogus reorganization District A paid as low salaries as \$700, of which the Provincial Grant was \$580; while District B, with four times the tax rate of District A and with only the same government grant per teacher, paid \$1,020 as the minimum salary.

Such glaring disparities and injustices made the Teachers' Federation press for more equitable and certain guarantees of security of tenure. Representations were made to a Survey Commission and to the Provincial Department of Education with fairly satisfactory results. Now a teacher who is dismissed may, within five days from the receipt of notice of dismissal, give the school board notice of his intention to appeal to the Council of Public Instruction for a hearing of the case. When such notice is given the action of the board is suspended until evidence is heard before a responsible person appointed by the Council to hear both sides of the question and to confirm or disallow the action of the



board. And, of course, if the action of the board is not confirmed, the teacher is re-instated or is entitled to damages. This clause has a restraining influence on ill-considered action by school boards and is a real triumph on the part of the Teachers' Federation. Organization has therefore made possible a comparatively effective security of tenure—at least in comparison with conditions prevailing in other Provinces where the teachers are less effectively organized.

The Teachers' Federation also sought to prevent alleged secret diplomacy between inspectors of schools and school boards in instances where the teacher's efficiency and tenure were involved. In 1919 the Federation was successful in securing an amendment to the law whereby a copy of the inspector's report to the board was to be forwarded to the teacher. This safeguard prevents an inspector from reporting in one way to a school board and in a different way to the teacher or to the Department of Education. This clause, however, also results in certain disadvantages. Under such conditions it is natural that the inspectors should "play safe." Hence their reports are frequently characterized by neutral tints and are often quite harmless and insipid documents except in cases where very good or very poor teachers are concerned. One thing seems certain: the teacher has been given additional protection against evasive or unfair inspectorial judgments of a verbal nature, for the inspector's written report should have precedence over oral communications to trustees.

Many other instances might be cited but the above will give some idea of the beneficial results to teachers from concerted and aggressive action on the part of the Teachers' Federation concerned.

### Is Organization Mercenary?

The argument that Teachers' Federations exist for the promotion of mercenary objects is largely an echo from a past age when sages, prophets, and the discarded remnants of other professions—especially the failures—sought to supply leadership for the teaching profession. The exponents of this doctrine insist that teaching is a philanthropic or missionary enterprise and that the true teacher must resign himself to a life of comparative poverty.

The highest efficiency in professional, as in modern business life, is impossible without adequate organization. Our complex civilization is largely dependent upon specialized types of organized activities. Our institutional life in its various forms—whether universities, churches, missionary or philanthropic enterprises, etc.—is largely ineffective without adequate organization. The teachers can render their best service only when they work with a sense of protection from possible unjust treatment—such as unfair dismissal or unreasonably low salaries dependent upon the caprice or niggardly economy of captious ratepayers or trustees. Material aids are necessary for the realization of cultural and spiritual values. Teachers' organizations of the

proper type aim to further the interests of educational progress, not by protecting the inefficient teacher, not by buttressing incompetence, but by assisting the state in weeding out incompetents. The mere opportunist who seeks to use the teaching profession solely as a stepping-stone to other preferment or only as a financial convenience, will receive little help or encouragement from a properly organized Teachers' Federation which has a truly professional outlook.

### Establishing a Teaching Profession in Canada

Obviously much remains to be done in Canada before the teaching profession has attained the high destiny of which it is capable. Higher academic and professional qualifications are desirable; greater permanence in the tenure of its personnel, and more adequate remuneration—especially in the case of terminal salaries—are admittedly necessary before this end can be achieved. A Canadian Register of Teachers, similar to that in England, has been mooted for some time and appears worthy of the support of all who seek to further educational progress that is national in scope. This Register would probably contain divisions for elementary, secondary, normal school and university teachers. Permanent enrolment on the Register would be largely dependent on the academic and professional attainments of the applicants and on their successful teaching experience. The establishment of such a Register should promote the efficiency of the profession by discriminating between the qualified and less qualified (or unqualified) members of the profession, and should also promote a desirable reciprocity of teachers competent to accept positions in the publicly-supported elementary and secondary schools or other educational institutions of the various provinces. It seems apparent, however, that a Canadian Teachers' Register of the scope outlined will never materialize unless it is promoted by active and virile provincial organizations that can speak with a collective and authoritative voice on matters of educational significance.

### Educational Research

Wide-awake teachers realize the need in Canada for a central bureau—exercising advisory functions—that will serve as a central clearing house for educational investigations and research activities. Owing to constitutional difficulties arising under the operation of Section 93 of the B.N.A. Act, it seems clear that such a bureau must be established and financed as a private foundation rather than by funds derived from public taxation. The Bureau at Washington is more fortunate from a financial and national viewpoint than such a Canadian Foundation could hope to be—yet the educational need for a central Canadian clearing house is relatively as great in Canada as in the United States.

So numerous and so apparently insurmountable were the constitutional and sectional difficulties in the



way that the Canadian Council on Character Education has abandoned—for the time being at least—this vitally important plank in its original platform. Apparently, then, it remains for the teachers in the various provinces to prove the need and purpose of such a Foundation as a factor of national importance in promoting the educational interests of the Dominion. Preliminary research activities conducted by the various Provincial Federations may provide the best argument for the establishment of a national educational Foundation.

Such a programme may seem ambitious but it is not extravagant even if not realized for the next quarter of a century. The objective is worthy of support and teachers should be willing to organize and work for its ultimate realization. Co-operation in the Provincial field is a pre-requisite to success in the larger Dominion enterprise. On national, provincial, local, and personal grounds, therefore, the challenge to the teachers is to organize and co-operate for the promotion of the educational interests of Manitoba and of Canada.

## My Impressions of Old London Schools

(By MARY R. DUTTON, Winnipeg)

**M**Y six weeks' vacation had ended. After a thrilling aeroplane ride from Paris, I found myself in London ready to commence my year's work in the London County Council schools.

The exchange teachers, by the way, are not placed on the regular staff as they are here, but on the unattached (as it is called there). There are nineteen hundred teachers on the L.C.C. staff and two thousand on the substituting list. Parents of means do not send their children to these schools, but to private schools.

The first week I spent observing in the Infant Departments (children between the ages of three and eight years) of three different schools in order to become acquainted with their methods. In all, I taught in twenty different schools in various parts of London, one of the schools being in the slums. A number of the schools I visited were church schools, whose buildings and playgrounds were not so large or as well-equipped as those of the ordinary L.C.C. The curriculum differs only in that more time is devoted to Scripture. Occasionally the clergyman of the parish called and examined the pupils in their knowledge of the Bible.

The average L.C.C. school that I taught in was a three-storied brick building, very well lighted and steam-heated, with a paved playground, and the whole surrounded by a nine-foot brick wall. Outside the gate at dismissing time was stationed one of London's ever-present policemen, who saw the children safely across the busy streets.

On the average there are eight teachers in the Infant Department, not including the Head Mistress. The classrooms hold about forty children, who occupy double seats, which are arranged in tiers. Blackboards are not used to any extent, an easel taking their place. Every school has its large hall, where children assemble for prayers. It is also used for physical drill, when the weather doesn't permit going outside, singing and folk dancing.

In dealing with children two or three years younger than those to whom we are accustomed here, I found that I had almost to be nurse as well as teacher. Every afternoon the babies had an hour's sleep—some in little beds which were provided, and others less fortunate on mats on the floor. It was quite amusing to see them all stretched out in different attitudes. Some slept, others attempted to.

I noticed several differences in the curriculum. Printing was used entirely in the Infant Department. Spelling was not taught as a subject, but taken incidentally with composition. Methods of teaching arithmetic differed greatly from those in use here. A great deal of time was spent on singing, drawing and folk-dancing.

I taught in one Montessori school, which I found very interesting, although the Montessori system seemed rather impracticable with a class of forty children. In this school the boys were separated from the girls, in which respect it differed from the Infant Department of other schools.

An interesting school which I visited on a half-holiday was a "Rachel Macmillan Nursery School," which was situated in a slum district. Here the children lived practically the entire day. This was an outdoor school, and meals were served and lessons carried on outside when the weather permitted. It was surprising to see how well the little three and four year olds waited on tables and helped to clear away the dishes. Miniature flower beds were scattered about the playground.

It would take too long to describe in detail all the interesting experiences I had during my year in the London County Council schools; but I certainly came away feeling that I had spent a most profitable and enjoyable year. As a Canadian teacher I came away feeling that I had received a most courteous and kindly treatment from all my associates.



# SUCCESS COLLEGE WINS Typewriting Championships

In the official All-Canada Speed and Accuracy Typewriting Contest, held on April 2nd, 1927, and contested by more than 500 typists, representing every Canadian Province, The Success College of Winnipeg, won the following:

## FOR WINNIPEG AND MANITOBA

First Place Senior Speed—First Place Senior Accuracy—First Place Intermediate Speed—First Place Intermediate Accuracy—First Place Novice Accuracy, and

FOR ALL CANADA Second Place Senior Speed—Third Place Intermediate Speed

## THESE ARE THE SUCCESS WINNERS



ANN KREUTZER  
Won

Senior Speed Championship for Winnipeg and Manitoba, also second place for Speed in all of Canada.



ANNICE SHREIBER  
Won

Intermediate Speed and Accuracy Championships for Winnipeg and Manitoba, also third place for Speed in all of Canada.



EDNA GILLINGHAM  
Won

Senior Accuracy Championship for Winnipeg and Manitoba.



RITA HENRY  
Won

Novice Accuracy Championship for Winnipeg and Manitoba. Miss Henry's training in Typewriting covers but a few months' instruction.

## SUCCESS STUDENTS WIN HONORS IN SHORTHAND

In 1926 more than 50% of Success candidates for the graduation examinations of the Business Educators' Association of Canada won Shorthand Honors, 162 Honor passes (85% to 100%) having been obtained by our students. Although representing the highest Shorthand standards available to Canadian Business College students, we would make it clear that the B.E.A. examinations are not official Shorthand contests. As a matter of fact, no official or public Shorthand Contest (either local or world-wide) has ever been participated in by any Business College student of Winnipeg. These Success B.E.A. Shorthand records have not been approximated, however, by any other Business College in Western Canada.

## CHOOSE AN EFFICIENT SCHOOL

DAY AND EVENING CLASSES OPEN ALL SUMMER

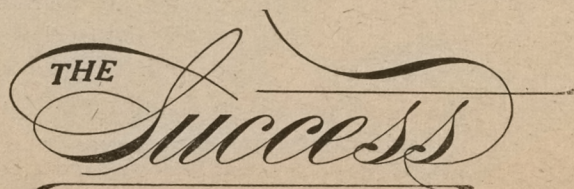
### SUMMER COURSE FOR TEACHERS

Our Summer School offers special study advantages for teachers, high school graduates, and University students, who may wish to make the most profitable use of the summer months. There are two fields open to the alert, forward looking, energetic teacher. The first is the field of business; the second, that of commercial teaching.

We are constantly called upon to recommend for good business positions, graduates who have attained the age of discretion, and who have in addition to their training in our school, a background of general education that will enable them to accept responsibility and to earn promotion.

In our High Schools and private commercial colleges there is a decided shortage of commercial teachers, and to those who wish to remain in the teaching profession, these institutions offer exceptional advantages in both position and salary.

ACCREDITED BY



**Success**  
**Business College, Limited**

EDMONTON BLOCK, WINNIPEG, MAN.

ACCREDITED BY





# Report of Committee on Juvenile Delinquency

(Submitted to the Winnipeg Local, March 8)

Mr. President, Ladies and Gentlemen:

Your Committee appointed to inquire into the matter of Juvenile Delinquency in the city beg to report as follows:

The Committee consisted of the following: D. B. Huggins, Misses Greenfield, M. E. Lamont, E. M. Hall, Messrs. P. D. Harris, W. J. Sisler, W. Sadler, and E. H. Morgan, with Mr. Huggins as chairman.

It met for the consideration of material gathered three times, and had interviews and consultations with Judge F. A. E. Hamilton of the Juvenile Court, Rev. H. Atkinson, boys' worker and since appointed superintendent of the Industrial School at Portage la Prairie; Chief of Police Newton; Policewomen Andrews and Donaldson, and made a visit to the Detention Home while it was in session. Reading material on the subject was gathered and passed through the committee, while independent enquiries were carried on by individual members.

The members of the Committee have individually and collectively been greatly interested in the information which has come to hand and are fully convinced that there is a great field here for work for all who are interested in the welfare of boys and girls.

The figures showing the amount of delinquency recently are not altogether satisfactory as the report for 1926 is still being compiled. Moreover, figures for the period since July, 1925, include children 16 and 17 years old, while those prior to that date do not. Since the reports available do not isolate cases of those ages, accurate comparisons are difficult. A complete report will be published in about a week, which will be more satisfactory, we are told by the court.

The following figures are available now:

For 14 months (July 1st, 1923, to Aug. 31st, 1924): Adults, 50; girls, 303; boys, 1,806; total, 2,159.

For 14 months (Sept. 1st, 1924, to Oct. 31st, 1925): Adults, 81; girls, 383; boys, 1,925; total, 2,389.

For 12 months (Jan. 1st, 1926, to Dec. 31st, 1926) (details of this total are not yet available): Total, 3,035.

The average number of cases per month in the first period is 154.2, for the second period, 170.6, and for the past year, 252.9. This last period, however, includes boys and girls of 16 and 17 years which in the first period and for three months of the second period were outside the jurisdiction of the Juvenile Court. It will be interesting to know how much of the increase is due to the change in the age handled by the court.

Some of the chief causes in the city for delinquency are as follows:

1. Difficulties in the home. Lack of parental control and understanding is the worst of these difficulties, outweighing poverty, parents in prison or working, etc.

2. Mental deficiency. This is more common among girls, and causes more serious trouble than among boys.

3. Outside attractions and enticements. The public dance halls were described by all as the greatest menaces. Chinese cafes are bad also, as are certain road-houses in the outskirts of the city. Boys under age selling newspapers are out very late at night.

4. Some children lack a moral sense of any kind, and apparently receive no training in this direction.

5. Liquor, automobile stealing, automobile joy-riding, etc., are serious contributing causes.

Your committee learned conclusively that no one part of the city, no one religious denomination, no one class of society is in any measure exempt from delinquency; that the problem is practically the same everywhere in the city, though certain offences are rather typical of certain classes. This coming year a record by schools is to be kept, which should be of interest to teachers, though it may be a confidential record.

Many suggestions have been made to your committee by its interviewers, and we submit some of them to the teachers of Winnipeg for their careful consideration as being of interest to them professionally.

1. Wherever possible, assist in educating parents regarding their children. This is the greatest problem of delinquency over the whole continent, and the one most difficult of solution. Your committee recognizes the need, but must frankly say it has no solution for it except through the personal work of education by those who are informed in the matter of the needs of boys and girls.

2. Hold the "difficult" boy in school as long as is humanly possible. This type, once he leaves school, is beyond restraint, although he is the one who needs it most.

3. Co-operate with the Juvenile Court as much as possible. The court says there is much room for more of this on both sides.

4. The preventive agencies are more vital than the corrective, and the school is the one that can best reach the boys and girls who need it, as church clubs, scouts, etc., are not usually attended by those who appear in court.

5. Watch truancy. Truancy is the first step downhill, we are told by boys' workers in several places.

6. Insufficient attention is given to boys withdrawn from school. It was felt that follow-up work is necessary.

7. Create respect for law.

8. When boys or girls come back from Juvenile Court or Detention Home, never in any way attract attention toward them on that ground. It is either bad for their self-respect or creates a false hero-worship.



9. Make a study of the psychology of the unusual boy or girl. These require a particular approach that others do not, and if wrongly handled very easily go astray.

10. The following New Republic publications (\$1.00) were carefully read by the committee and are recommended to every teacher interested: "Concerning Parents," "Our Enemy, the Child," "The Child, the Clinic, and the Court," and "Youth in Conflict," the last mentioned being particularly good.

The above are some of the recommendations particularly applicable to teachers, which are passed on to this meeting, and are worthy of our most earnest thought.

Your committee have only one formal resolution to present. It was felt that we are primarily concerned with our own duty as teachers and that our greatest contribution to the solution of this problem must be in a vital moral training, and as a committee we felt more than ever before the need suggested in following resolution: "Resolved that this meeting recommend and urge that teachers use all opportunities that the law allows for daily religious exercises, and every opportunity at whatever time of the day for moral instruction in the school classes."

The Committee has been hampered in the past few weeks by the fact that practically half its members are also on the Conference Committee and consequently have been unable to do all they might have done in these busy days for that other committee.

D. B. HUGGINS,  
Chairman.

E. H. MORGAN,  
Secretary.



## This Advt. Every Month

for the past few years  
has told a story of value  
to Teachers in relation to  
their Eyes and Glasses.

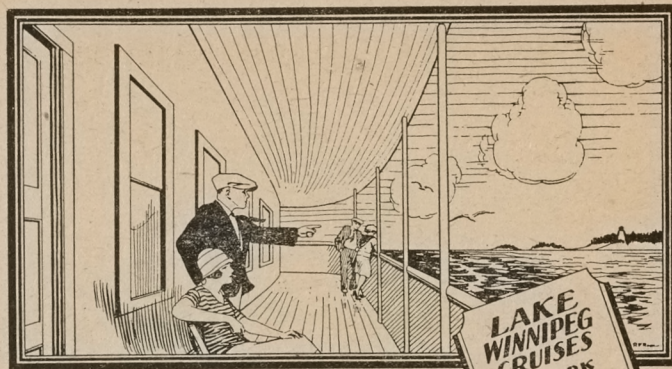
### WE BELIEVE

it has been the means of  
educating many to the  
importance of having  
their Eyesight properly  
cared for.

For the BEST in EXAMINATION and  
GLASSES, consult

**W. O. SCOTT, Optometrist**

Andrews' Jewelry Store, 311 Portage Ave., WINNIPEG  
(CREDIT TERMS IF DESIRED)



## 6 Joyful Days' Cruise on Lake Winnipeg

**\$35.<sup>35</sup>**

Including Berth,  
Meals and Tax

A NEW and different vacation away from the beaten paths of travel. Restful, invigorating, educational. Excellent boat accommodation and first class meals. A thoroughly delightful trip at moderate cost.

### S.S. KEENORA

The largest, best equipped and only exclusive passenger boat plying Lake Winnipeg, leaves Selkirk every Monday evening at 6 o'clock for Warren's Landing, connecting with river boat for Norway House, and returning to Selkirk the following Sunday morning. Stopover privileges and summer hotel accommodation at Norway House.

### Sailing Dates

JUNE 27

JULY 4, 11, 18, 25

AUGUST 1, 8, 15, 22, 29

SEPTEMBER 5 (Labor Day)

Visiting: Gull Harbor, Bull Head, Beren's River, Grand Rapids, Big George's Island, Warren's Landing and other intermediate points.

### S.S. WOLVERINE

Until further notice, leaves Selkirk every Monday, at 3 p.m. for Warren's Landing, connecting with river boat for Norway House, calling at intermediate points, and returning to Selkirk Friday morning. Return Fare, including Berth, Meals and Tax, \$24.25.

S.S. Wolverine also makes a week-end trip (Friday to Monday) to Big George's Island. Return fare, including Berth, Meals and Tax, \$16.20.

FOR DESCRIPTIVE FOLDER  
AND RESERVATIONS APPLY

**THE NORTHERN FISH CO. LTD.**

SELKIRK, Man.

**THE W. J. GUEST FISH CO. LTD.**

WINNIPEG, Man.



## World Federation of Education Associations

SO far as one can judge from the correspondence and reports which come in from all parts of the world, the Second Biennial Conference of the World Federation of Education Associations to be held in Toronto this August is likely to be a very great affair both in attendance and interest.

The British excursions promise to be very successful affairs. Mr. F. W. Goldstone, Secretary of the National Union of Teachers of England and Wales, reports that the accommodation he has reserved on the C.P.R. steamer Marloch is being fast taken up. The folders which the N.U.T. is issuing are very attractive, and both the English and the Scottish folders speak in most eulogistic terms of the Canadian hospitality which is to be extended to our British visitors. It is quite evident from these folders that each Old Country teacher has a great esteem for each Canadian, and the responsibility as Canadian teachers is quite obvious. Mr. Thomas Henderson, Secretary of the Educational Institute of Scotland, is also issuing a very attractive folder for the Anchor Donaldson steamer "Letitia." In addition to this, it is quite possible there may be two or three other similar British excursions.

The American delegation is harder to estimate as to size; but both Dr. Thomas and Mr. Williams are very optimistic as to the wide-spread interest throughout the United States. Mr. Williams is also sending in the names of foreign delegates who have been already appointed, and we are assured that almost all the countries of the world will have some representative.

Dr. Thomas writes that the programme is now rapidly taking shape, and he hopes to be able to give some general announcement of the chief features of the programme in a very short time. A very large number of main and secondary topics will be discussed by very eminent people from many countries. In connection with some of the standing committees of the World Federation an enormous amount of preparatory work is being done, and the reports of these committees should be of unusual value. A large number of discussion groups will be organized. Some of these are: Health, Recreation; Nursery, Kindergarten and Pre-School; Adolescents; Older Children and Youth; College Education; Library Service; Science in its Relation to Understanding; Illiteracy; Administration and Educational Programme Making; Adult Education; Student and Teacher Exchange; International Scholarship; Moral Education; Modern Language; Teacher Preparation; Education for Peace; Parent-Teacher Association; Correspondence of School Children; Educational Periodicals and Exchange of Educational News; Geography; History Viewpoint; Music and Art as Universal Languages; Country Youth; Edu-

cation Co-operation, Educational Guidance; Vocational Education.

The Canadian Committee is also busy developing its organization in the form of sub-committees. A large number of teachers have registered with the General Committee as willing to serve on these sub-committees, and the General Committee would be glad indeed to have the names of all teachers throughout Canada who would like to serve during the Conference on any of these committees.

As to finances, the General Committee is pleased to report a very great interest on the part of Provincial associations. The quota allotted to each Province is practically certain to be taken up. As a matter of fact, several of the Provinces are quite optimistic about exceeding their quota. It is a pleasure also to report that practically all the Provincial Governments in Canada are rendering assistance in some form or other.

Another encouraging feature is the interest which is being taken by the Provincial associations and their members in the Convention in the matter of attendance. During the Easter week, the Chairman of the General Committee had the privilege of visiting the Provincial conventions in Saskatchewan and Manitoba, while other members of the Committee were present at other Provincial conventions. In every case the interest manifested was very decided.

### SPECIAL NOTICE

The Chairman of the Billeting Committee is anxious to have the attention of all intending delegates called to the necessity of sending in their applications for accommodation at the earliest possible date. Moreover, it is absolutely necessary that these applications specify whether the accommodation desired is: Hotel, college residence, boarding house, or motor camp. The Committee is very anxious to provide the best possible accommodation in each of these classes, but the accommodation in hotels and college residences is strictly limited.

### REPORT OF MANITOBA COMMITTEE

The Manitoba Committee on Arrangements is glad to be able to report that it has been successful in raising the amount allocated to it by the Canadian Committee. An appeal was made to educational organizations in the Province for assistance, and the following are the contributions received up to May 24:

Brandon, Western M. Teachers' Association.....	\$75.00
Manitou, Pembina-Louise T. A.....	20.00
Roland, Inspectoral Div. No. 13.....	25.00
Swan River, Inspectoral Div. No. 1.....	25.00
Dauphin, North W. Teachers' Association.....	50.00
Rosburn, N.W. Man. Teachers' Association.....	25.00



Killarney, South Central Teachers' Association....	10.00
St. Boniface, S.E. Teachers' Association.....	30.00
Stonewall, Inspector Best's Division.....	75.00
Selkirk, Inspector Dunlop's Division.....	10.00
Steinbach, per A. P. Salemka.....	3.00
Winnipeg Teachers' Association.....	400.00
Manitoba Educational Association.....	300.00

\$1,048.00

Manitoba Department of Education, cash grant 250.00

Total Manitoba.....\$1,298.00

Hearty co-operation on the part of all educational interests made this success possible. The Manitoba Committee on Management in connection with the campaign is grateful to all those who assisted.

### URGES "HARD KNOCKS" FOR I. Q. PUPILS

Professor Louis M. Terman, of San Francisco, lets it be known that, with the aid of numerous assistants, and doubtless the well-known Terman intelligence tests, the "1,000 most gifted" children of California have been located, and the good professor is now making efforts to raise the modest sum of \$5,000,000 for that purpose. Those able children are of potential value to society, and this value should not be depreciated or

destroyed. They should be given a chance to struggle for the expression of their ability—for that, if you please, is a highly essential part of ability. Merely having a certain intelligence quotient isn't the whole matter by any means. Just as essential are imponderable character qualities, such as perseverance, character, stamina, discretion, definite ambitions, and so on. You cannot test for these. They can only be developed by experience and hard struggle. And a lack of them will make a joke of the most thorough intelligence tests in the world."—The Outlook.

Did God Almighty endow any man or woman. . . with that subtle knowledge that would enable you to go into a schoolroom of children and put your hand on the head of this six-year-old boy and say that God appoints him to greatness and distinction and honor; to put your hand on the head of this other six-year-old boy and say that God Almighty intended him for the ditch or to split rails? No. God hasn't conferred that power upon any of us; but He has said to us all, Open wide the schoolhouses and give to every child the opportunity to develop all there is in him. If God didn't put anything there, you and I can't bring it out; but if you and I suffer the light of such a one to be hidden under a bushel, may the sin and shame of it abide on us forevermore.—Charles Brantley Aycock.

## "The Business College with the University Atmosphere"

GIRLS ONLY  
IN DAY SCHOOL



NIGHT SCHOOL  
OPEN TO ALL

### History---

The Manitoba opened its doors for the first time on Aug. 3rd, 1926. It gradually, but surely, grew in size and importance until it is now recognized as a leader in commercial education in Winnipeg. Its graduates are in demand by discriminating employers.

### Achievement---

At the Sixth Annual All-Canadian Typing Contest held April 2nd, 1927, a Manitoba student, Miss R. Belyea, won second place in the novice division for Manitoba and Saskatchewan. Such an achievement must surely be deserved, coming as it did within eight months of the inception of the school.

## MANITOBA BUSINESS COLLEGE

Corner Portage Avenue and Langside Street, WINNIPEG

H. L. DRAPER, B.A., Registrar



## Now For The Rivers and Lakes

(By ROBERT COVE LLOYD)

THE summer season is with us, and the long vacation period is fast approaching, bringing with its many joys and pleasures the dread fact that once more must we face the drowning fatalities that take place yearly in river and lake during that time.

In all our foregoing articles we have urged the necessity for ACTION—**action relative to this consuming problem of drowning fatalities in our Province.** We must learn to swim, and we must encourage children by every possible means to learn the art of water navigation. Above all things we must proceed in this matter systematically. Our human assets in this Province must be protected, and the onus is on us. Quite naturally we strive with all the ailments of child life, using every means known to medical science to render our dear ones immune from the known diseases; and so it should be with regard to the dangers that attend bathing in our rivers and lakes. We must see to it that the dangers are offset by knowledge—a knowledge that will minimize the dangers of what is a healthy exercise and a pleasurable pastime.

In one of the above mentioned articles a complete land drill covering the movements of the breast stroke, was described, and we should again like to draw the attention of interested readers to this drill. If the drill has become an everyday performance, then the pupils will be ready for the try-out in the water. It is at this stage that extreme care must be taken. If at all possible, the water should be shallow, so that the pupils may readily maintain their feet on the bottom, when they make their initial attempts in the water. Thus they will the more easily retain the confidence born in them by the realization that they understand the various movements learned by means of the land drill. In cases where shallow water is not available, a girdle made of webbing may be used, one end being securely fastened round the chest under the arm, the other end held by the teacher on shore. This means will enable the children to perform freely and confidently the movements they have learned.

Once the initial stages of swimming have been passed, comes the time for other points in the art of watermanship. Every swimmer should learn to float. It is largely a matter of achieving a balance in the water, and this may be acquired by turning on one's back and bringing the arms above the head in a line with the body and lying perfectly still. If the feet seem to sink, more weight should be thrown above the head by turning the palms and head well back. Breathing is most important—lungs should be fully expanded and capacity maintained at nearly the maximum; short, quick

breaths then taking place of normal breathing. Remember that much practice is necessary, and that a knowledge of floating is of great value to those striving to help others in the water. Its acquirement naturally tends to give the swimmer confidence in himself. More may be said on this point later.

One mode of swimming that is essential to a swimmer is the back-stroke. This stroke is almost an inverted breast-stroke, and is really one of the most usual means of bringing a rescued person to the shore. In this case, the legs only are used as a means of propelling, the arms being occupied in holding the rescued one in such a position that the head is maintained above water. Of course there is another stroke which will have to be acquired as soon as possible, and that is the crawl stroke. Naturally, if one is attempting to effect a rescue, the first thing to do will be to swim to the drowning person with all possible speed, and this is where a fast crawl stroke is useful.

The crawl is quite a different stroke from any other, and as its name indicates is accomplished by lying face downwards in the water and making a series of progressive movements with arms and legs, thus propelling the body through the water at a good rate of speed. The breathing action is maintained by blowing out through mouth or nostrils under water, then turning the head as on a pivot to right or left, as decided upon, and inhaling air through the wide open mouth as the chin points to the shoulder tip. The body must be stretched out, with the back well arched; and the legs must thrash up and down in a well-established rhythmic beat, from the thighs, whilst the arms make separate individual movements—one arm driving downwards and backwards through the water, while the other one is being recovered and carried forward in preparation for the drive. The act of inhalation must be performed just as the arm on the desired side is coming forward. Each set of combined arm movements must be accomplished to a set of four, six or eight leg thrashes. Arms must be kept continuously in motion, the recovering arm just emerging from the water below the hip ready to carry forward as the other commences to dip or catch the water in anticipation of the drive. Much of the speed of this stroke is gained from the arm stroke, and swimmers would do well to cultivate a strong powerful arm movement.

When the pupils begin to show proficiency in the various strokes, it should be our aim to impart to them the principles of life-saving methods. The Royal Life Saving Society will help you in this respect to the very utmost of its power, and various certificates and medals



are awarded for the successful passing of tests, and under certain conditions teacher's certificates are also granted.

In relation to an actual case of life being saved through knowledge of swimming, I should like to tell you the following little story:

Years and years ago, two little girls of very tender years were playing on the edge of a green, slimy, and stagnant pool, which lay not far from their home. The pool was deep, and the little girls made no attempt to enter the water—they just played on the edge, as children will, making pieces of wood float, and so on. Of course they were not supposed to go near the dangerous spot, but there, we all know how children are drawn as by a charm to these forbidden places. On the day in question, the children had been playing quite happily for some time when they suddenly decided that they were hungry, and one of them ran home for a couple of "slices." She was not long gone, but when she returned to the pool with her "eats," her companion was missing; and the frantic child realized that her playmate had somehow fallen in. A disturbance of the green, filthy water was visible a short distance from the shore, and the child sensed that her friend was below

that slimy surface. Knowing that she could swim a few strokes, this little girl of tender years without hesitation plunged in and somehow managed to reach the submerged child. Then, with a superhuman effort, she pushed her above herself to the surface, and contriving to maintain the rescued one's head above water, (her own being below) this plucky little girl kicked and struggled her way to the shore.

You will understand that although at times there is much virtue in a little knowledge, yet quite frequently it spells "DANGER," and I would urge you all to take up this art of swimming and life-saving with all due seriousness, as did this child; for not long afterwards, as something of a reward for her bravery, she was given the opportunity of attending a swimming pool, and here she learned to swim properly, and took up life-saving methods, passing in time the tests set by the Royal Life Saving Society. The Society at that time was in its infancy, but the movement has spread all over the civilized world. Again I would urge you to become interested in this valuable art of swimming and life-saving. Get in touch with the Manitoba Branch of the Society; they will help you. Address Mrs. G. A. Harrison, President, R.L.S.S., Manitoba Branch, Cornish Baths, Winnipeg.

## OF SPECIAL INTEREST TO MANITOBA TEACHERS

Who may be looking for suitable books of recitations, dialogues or a play for school entertainments or special celebrations.

**The Story of Canada. Paper.....50c**

A Canadian Historical Play. From the commission of Jacques Cartier to the Federation of the Nine Provinces. By Ida E. Baker. Illustrated.

**Canadian Treasury Reciter, Paper.....30c**

**Cloth .....75c**

Edited by Anne Elizabeth Wilson. "The Family Herald and Weekly Star" says of this book: It is not always easy to recommend a selection thoroughly "safe" for household use, and yet containing things new and old certain to satisfy most tastes. "The Canadian Treasury Reciter," by Anne Elizabeth Wilson is just the book for such a purpose. It is new and contains material not met with in the old collections, it is conservative in that it retains what is best from old books. Quality not quantity is the end aimed at, and the result is a good sound collection from which it should be easy to satisfy all tastes in any community.

**The All Season Reciter. Paper.....30c**

**Cloth .....75c**

By D. E. Hatt, M.A. This little book will give you many an idea for entertainments. Especially for selections which will prove suitable for Canadian school and Sunday school use. This reciter fills a particular need. All the recitations included are original; they are something new and fresh, and so will come as a welcome acquisition to the teacher or entertainment director who is looking for something different and suitable for all occasions.

**Young Folks' Dialogues. Paper.....30c**

**Cloth .....75c**

Edited by Anne Elizabeth Wilson. The compilation of these dialogues has been made with the greatest care, with an idea of giving in popular form a volume of dramatic, classical, humorous and juvenile selections for all occasions. There is no suggestion of the antiquated material which often encumbers such books of recitations, and all demands have been thought of in selecting the material, grave or gay.

Here are the only Canadian books of their kind available for little children... They will gladden the hearts of children, as well as their parents throughout the Dominion, for no books could be more interesting or entertaining.

**Little Big Ears and the Princess. Illustrated. Cloth.....75c**

By Carol Cassidy Cole. This utterly quaint and charming Canadian fairy story has the double attractiveness of an unusual interest in the story itself and the delightfully whimsical illustrations by L. A. Govey that are most suggestive of the fantasies of Arthur Rackham. "The Princess" plays in the gardens of her father's palace, but "Little Big Ears" comes to see her often and finally takes her out into the surrounding woods to meet some other animal friends and incidentally "Peter" and "The Hermit." Peter and his father live in the woods, and Peter has a dog named "Wags." Their adventures, whimsical and delicious, yet filled with all sorts of out-of-doors lore of an unusual kind are simply delightful.

**Velvet Paws and Shiny Eyes. Illustrated. Cloth.....75c**

By Carol Cassidy Cole. "Children throughout the Dominion will be gladdened, I am sure, when this little book reaches them, and I hope it will reach many, many thousands of them. It is a long time since I have seen a children's book of which I approve so heartily; it is an ideal thing for the very youngest Canadian readers to start on. Canadians are most fortunate in having Mrs. Cole to write such wonderful stories for the babies. The illustrations are piquant, the binding is strong, the paper is good, the type is clear, the price is nominal."—Toronto Saturday Night.

**Downy Wing and Sharp Ears. Illustrated. Cloth.....75c**

By Carol Cassidy Cole. This volume continues Eric's adventures with Canadian animals, and brings in many of the little wild friends that the children learned to love on Eric's trip north with the wild geese, as told in "Velvet Paws and Shiny Eyes."

**Bob and Bill See Canada. New Popular Edition. Cloth.....75c**

By Alfred E. Uren. Profusely illustrated by W. Goode. This is an instructive as well as charming little book. It follows the adventures of two very human rabbits, Bob and Bill, in their journey from coast to coast. And whether they are found exploring the historic places of Quebec, gazing entranced at Niagara Falls, stocking wheat on the prairies, or climbing the Rocky Mountains, the adventures they have and the sights they see are vividly interesting. This book has already been tried by teachers who find it of great value in helping to form in the children's minds a knowledge of Canada. "A delightful way to learn history and geography and patriotism. This is one of the most charming books of the kind I have yet seen."—Halifax Herald.

**THE MUSSON BOOK COMPANY LTD., Publishers, 265 Adelaide St., W. TORONTO**





## Obituary



### Thomas E. Argue

One of the best known principals of the Winnipeg public schools, Thomas E. Argue, of the Lord Selkirk Junior High School, died at an early hour on Tuesday, April 26th, at the General Hospital, after a short illness from pneumonia. Mr. Argue had only been ill a few days, and death was unexpected by his closest relatives and personal friends.

Mr. Argue was born at King, Ont., August 2nd, 1869. He came to Winnipeg in 1881, when his father, the Rev. Thomas Argue, was appointed Superintendent of Missions of the Methodist Episcopal Church for this Province. Since that time Mr. Argue has been a resident of Manitoba. He was educated in the schools of the Province, graduating from the Provincial Normal School and the University of Manitoba. He began to teach in 1885 at the age of 16 years. Among the positions he occupied before coming to Winnipeg were the principalships of the intermediate school at Miami and later of the High School at Morden. He was made principal of the Dufferin School, Winnipeg, in January, 1903, and in August, 1913, was transferred to the principalship of Lord Selkirk School, one of the largest schools in Winnipeg, having an enrolment of nearly 1,600 pupils and 42 teachers.

No man in the teaching profession of Manitoba was more widely beloved than Mr. Argue. By his great kindness of heart he won the affection of teachers and pupils alike and was held in the greatest respect and esteem by members of the various communities with whom he served. He was Past President of the Winnipeg Teachers' Association and also of the Winnipeg Schoolmasters' Club. He was a member of the senate of Wesley College and a trusted and valued member of Young United Church in this city.

Mr. Argue was married in 1901 to Miss Mary Godley, who, prior to her marriage, was also engaged in the teaching profession in Manitoba. He leaves three children: Miss Marjorie, of the Winnipeg teaching staff; Ingle, who recently graduated from the University of Manitoba; and Ernest, who is still attending school in Winnipeg. He is survived by one sister, Mrs. H. C. Hall, of Moose Jaw, Sask., and by four brothers, Robert, of Dauphin; William, of Vancouver; Andrew, of Roland; and Ernest, of Saskatoon.—Free Press, Tuesday, April 26th, 1927.

The facts of Mr. Argue's life, that is the outline facts, are as set forth above; but such an outline necessarily shows his many years of service and usefulness in a very meagre manner indeed. He has gone from among us but still lives on in our memory, and what is

of far greater importance, still lives on in the lives of the young people that he helped to fashion for honest and courageous living.

To comment on the life of a good man seems almost to be unnecessary, to be a thing superfluous if done at all; for nothing can speak more powerfully than can the memory of that life. Nevertheless our feelings of love and respect must have some expression, be the words ever so feeble.

To no person of the Winnipeg teaching staff would we pay a tribute of love and respect more gladly than to T. E. Argue—"Teddy," as he was affectionately called by his comrades. There are men whose familiar name among their fellows is a standing testimony to the love they bear him, and our departed friend was one of these. All, who knew him at all well, surely are sensible of a feeling of personal loss in his call to the Great Beyond.

Mr. Argue was a man's man in work and in play, in public and in private. He had that fair and friendly spirit which never failed, that generous appreciation of the friendship and efforts of others which bound his friends to him, and that perennial stream of good humor which made him one of the most companionable of men. His ideals of life and conduct stood on a lofty plane. His religion was a thing to be lived, not talked about.

That he held a warm place in the affections of many outside of those associated with him in educational work was witnessed by the large number gathered to pay their last tribute of love when he was laid at rest. Not least conspicuous were the boys and girls from the last school to which he gave many faithful years of efficient leadership. They bore silent testimony that Mr. Argue was not only their leader but also their personal friend.

If one word might sum up the career of T. E. Argue, the word might easily be "loyalty." Loyal to his friends, loyal to his employers, loyal to the young people whom he led, and loyal to his God, his life, though cut short in the mid-day of usefulness, can surely be counted a golden contribution to his day and generation. Such a life may, without shadow of doubt, be looked upon as the highest and most enduring kind of success, a worthy example to his fellow-workers and an unfailing inspiration to the boys and girls who had the privilege of coming under his influence.

"Requiescat in pace."

—P.D.H.

Dauphin educational circles will long remember this year. First came the destruction of their fine Collegiate Institute just when it was becoming rich in



books and apparatus and those innumerable mementos of former students, teachers, and citizens so valuable to the halls of learning. This seriously disorganized for a time their work and placed upon the town a very heavy financial burden. This was serious enough; but added to it comes the more grievous loss, the passing of two outstanding educationists, Miss McIntyre and Principal Walker. The loss of their school building in a measure is Dauphin's own, but the loss in teaching force is far-reaching and affects the whole system. Brick and stone may be had with comparative ease, but trained teachers are the product of years of service and devotion. We share with the people of Dauphin their recent loss and extend to them our sympathy.

### Principal E. H. Walker

With startling suddenness came the news on Tuesday, May 17th, of the death of E. H. Walker, Principal of the Dauphin Normal School. Stricken whilst he was teaching in the classroom that morning, he was taken to his home where medical aid was immediately summoned, but to no avail; he died at about two o'clock that afternoon.

Inspector Walker, as he was usually called, was one of the most popular educationists in the province. His urbanity and good-will, his eagerness to lend a hand and speak a word of cheer, his soundness of judgment and integrity of character, won for him a high place in the esteem of his students, his fellow teachers and inspectors, and his townsmen. His popularity was not sought; it came naturally, freely, abundantly; people sought his advice and aid in educational and civic matters because they trusted him. In his own particular field his wide reading and rich experience made him a rare adviser, and many were the calls made upon him.

As a townsman he was active in every movement for the welfare of the community. We could recount a score of things with which his name is closely associated; as for example, his keen advocacy of all that was clean and vigorous in games and sports. In a word, Inspector Walker was a good citizen.

Mr. Walker was born at Clarksburg, Ontario, in 1869, and came to Manitoba in 1898. He graduated from Wesley College in 1902, and for many years taught school, becoming Inspector of Schools in 1905. Two years ago he became Principal of the Dauphin Normal School, devoting his whole time to that work, but for many years before that time taught the Short Term classes. This was a position where his training and scholarship and his unique power of inspiring young people could be best used. Hundreds of teachers, we are sure, will long remember him and because of him will honor and respect the teaching profession and the boys and girls in whom he had such an abiding interest.

To Mrs. Walker in her sore bereavement we extend our sincerest sympathy and with her share the memory of this true and noble man.

### Miss M. H. McIntyre

On Saturday, April 24th, after a short but painful illness, Miss M. H. McIntyre passed away at Dauphin.

Matilda McIntyre was born at Balderson, Ont., where her parents, Donald McIntyre and Margaret Gould pioneered. She was educated at Balderson Public School and Perth Collegiate and started teaching early in life. She taught in several schools in the neighborhood and finally in her own school at Balderson.

It was while she was engaged at the last of these, that her mother had a serious breakdown in health and Miss McIntyre, answering what to her was a call of duty, gave up her work and went home to nurse her mother. This proved no light task as her mother lingered on in practical helplessness for five years. The strain was too great even for her rugged constitution; for upon her mother's death Miss McIntyre's health gave out, and she was obliged to spend several months in hospital at Smith Falls, Ont.

Hoping that change of climate would benefit her, she came west in 1920 and after a time began teaching in Wilson River School. There she remained for three years, after which she attended second class Normal in Winnipeg in the fall of 1923. Early in 1924 she took a position on the Dauphin staff, where she remained until the end.

Miss McIntyre's sudden and serious illness was a shock to all who knew her, especially to her fellow teachers who had grown to esteem her for her sterling and loveable qualities. The place which she held in their regard was shown by their devotion to her throughout her illness. Those who truly knew her, feel that a great soul has passed beyond the veil.

The funeral was held from St. James Church, which was crowded with representatives of all classes in town and district. The teachers attended as a body and stood in line as the casket was carried from the church. The children also, to whom the deceased had devoted so much of her life, were represented by her public school and Sunday school classes.—Dauphin Herald.

### WORK

Let me but do my work from day to day,  
In field or forest, at the desk or loom,  
In roaring market-place or tranquil room;  
Let me find it in my heart to say,  
When vagrant wishes beckon me astray,  
"This is my work; my blessing, not my doom;  
Of all who live, I am the one by whom  
This work can best be done in the right way."  
Then shall I see it not too great, nor small,  
To suit my spirit and to prove my powers;  
Then shall I cheerful greet the labouring hours,  
And cheerful turn, when the long shadows fall  
At eventide, to play and love and rest,  
Because I know for me my work is best.

—Henry Van Dyke.





## SENIOR DEPARTMENT



### Supervised Study

(By MISS A. ERMATINGER FRAZER, King Edward High School, Vancouver, B.C.)

THE X-Ray of modern psychology is now focussing with painstaking endeavour upon that last citadel of mystery, the mind of a child. Educational authorities everywhere for the last quarter-century have been stressing proper training of teachers, so that knowledge might be presented to the young with the greatest force and efficiency. Here and there, stray thinkers had come to the conclusion that these laudable efforts might possibly be in danger of being overdone. "The pupil used to study the lesson and recite to the teacher; now, the teacher studies the lesson and exhibits his learning before a more or less submissive class." Yet parents still inveigh against so much home work; University professors still scornfully charge their freshmen with having been "spoon-fed" in the preparatory school. In short, it seems agreed upon that lessons have to be prepared; but there are vigorous objections against having either the pupils or the teachers monopolize that labor. Hence, educational psychology has of late been turning its attention not only upon methods of teaching, but also upon the methods, or rather lack of methods, employed in learning.

Some of the most thorough and practical discussion of this subject has been done by A. L. Hall-Quest, Professor of Educational Psychology and Principles of Teaching in the University of Virginia. Of the three that I shall mention, this is the most interesting and also the most complete survey of the subject from every angle. It is also the latest, since the first edition of 1916 has been enlarged and re-edited for this 1924 copy, "Supervised Study in the Secondary School," (Mac-Millan).

The first part of the book discusses needs, conditions, and organization for supervised study; the second half outlines the application of such plans in the various High School subjects, a chapter being devoted to each. The ideas for work in history and literature are very good, illustrative lessons, with topics for reference work, are given and their objects explained. Pages 204-205 discuss the "Use and Abuse of Cramming," for examination purposes, and contain much sound common-sense expressed in a brief and pithy manner.

"Training for Effective Study," by Frank W. Thomas (Riverside Press, Houghton Mifflin), would prove an excellent book for a teacher's study club, as each chapter concludes by adding nearly twenty questions for discussion, and a special bibliography on the points at issue. At the end of the volume there is a very

full list of the most valuable works dealing with methods of study and processes of thought.

F. M. McMurray, of the Teachers' College, Columbia, in "How to Study" (Riverside Press, Houghton Mifflin), treats the subject by an exhaustive analysis of the various mental processes, and the wise and unwise ways in which we induce our minds to serve us. McMurray's summing up of the "Eight Factors in Study" have almost become by-words now, wherever the subject comes under discussion. He writes as a philosophic thinker, but in a very lucid and direct style with many practical illustrations.

It is clear to any observant teacher that the process of absorbing information is spread over far more time than necessary, and even at that, produces very ineffectual results. The records kept in King Edward High School for the past two years on the amount of time at home put on school work frequently vary in the first year, according to their parents' statement, from fifteen minutes to three hours nightly. And the more peculiar feature is, that in each of the two extremes there are some very good and some very poor pupils. It is, however, only the exceptionally quick-witted, attentive student, with unusual powers of concentration, who manages to keep up a good standing with a small amount of home-work. The great majority of conscientious students spend very much more time worrying over their lessons than is either reasonable or necessary. Many half-grown girls are at their studies, in school and out, for about nine hours daily—an amount of labor which according to all unions would well-nigh kill their fathers.

And the further tragedy is, that much of the labor is unproductive of satisfactory results. For instance, hours spent in trying to learn geometry by heart, or copying pages of someone's Latin translation, to be also committed to memory, or reading history and literature over and over again with little attention to the precise meaning. Many students might truthfully answer as Hamlet did to the query (put by old Polonius) "Sir, what do you read?"

"Words, words, words!"

The writers on "Supervised Study" claim that the length of time now spent on lesson preparation could be considerably abridged, and very much better results arrived at by employing more efficient methods. There is no subject brought to the educational world of more importance than this one, and none demanding more



present attention on the part of all intelligent teachers.

"From one angle," says Hall-Quest, "Supervised study is simply an elaborate and co-operative assignment." More time given to the clear assignment of exactly what students are to learn, or to search for, or to do, would obviate considerable difficulty. The question of Philip the Evangelist to the Ethiopian official still remains the most pertinent query to any student:

"Understandest thou what thou readest?"

And the same plaintive reply is yet echoing:

"How can I unless someone should guide me?"

The beginning of any plans for satisfactory study lies in making sure that pupils know how to get the full benefit of using the dictionary (and that there are sufficient large dictionaries to be used), and also become acquainted with books of synonyms and encyclopedias. The number of ordinary English words that even a fairly intelligent High School student can misuse is sometimes appalling. Last week one youth (very much mortified when some of the class laughed) stated that Queen Elizabeth settled the position of the Church of England by passing an Act of Infidelity! It has frequently been quite innocently remarked that Wordsworth wrote "Imitations of Immorality."

That the pupil should know exactly what he is expected to prepare for tomorrow's lesson, and where and how to find out what he discovers that he does not know, are the two prime requisites for successful study. Sometimes the teacher may outline the main points to be noted; better, to ask the students to write down what they decide are the four or five chief topics to be remem-

bered. If the school is equipped with reference books, an important part of supervision is the indication to pupils of just what these are good for, and how time may be economized by using chapter-headings and indexes.

A very important part of supervision is to know when **not** to supervise too strenuously. Fortunately, most children are not putty, to be molded into the latest educational model. When one finds that some independent youngster is doing his work successfully on some line of his own quite different from ours—well, hands off!

Some writers advocate a special study-hall with teachers in charge assigned particularly for study-supervision. Others think that a certain part of each recitation should be thus devoted. When hour-periods were used in the Vancouver High Schools, many teachers were in the habit of employing the last fifteen minutes or so, of each period, either for silent review of what had been just taken up in recitation, or in preparation of the next day's lesson. This method, where it can be managed, is more effective than the general study-hall plan; but with short periods, it is impossible.

Kipling, who has a very concise way of expressing much practical sense, provides an excellent motto for the study period:

"I keep six honest serving-men;

They taught me all I know:

Their names are What and Why and When,

And Who and Where and How."

—(With acknowledgments to the B.C. Teacher.)



## JUNIOR DEPARTMENT



### Special Purpose Games

**T**HE ultimate aim of games is the better and fuller development of the child. The immediate aim of the true game, however, is to give pleasure, and if any other aim is placed first, the game, as a game, vanishes. This means, then, that we cannot unduly emphasize any other object or aim in our games, however desirable that object may be. Emphasize the game element, even to the extent, where necessary, of neglecting the "special purpose."

#### ARITHMETIC

**1. Blackboard Contest**—The teacher sends three pupils to the board and dictates a problem. The pupil who first gets the correct result returns to his seat; another pupil takes his place, and the game is repeated.

As no pupil takes his seat until he has won over two other pupils, additional drill is given to those who need it; something the ordinary "ciphering down" does not do, and at the same time nothing is taken from the "glory" of the brighter pupil whose aim is to be seated as soon as possible. When the pupils gain a little confidence in their ability, four or five may be sent to the board at once.

**2. Blackboard Relay**—Let there be an even number of children in each row. At a given signal the first child in each row runs to the blackboard and writes a figure or number. He runs back and touches off the next child in his row, who races up and places another figure. Each child does this except the last child in each row,



who adds the column or line of figures. The row first finishing, with correct answer, wins.

#### Variations:

1. Examples in subtraction, multiplication, or division may be given in the same way, every third child working the example.

2. The teacher may place on the board, or dictate an example or problem for each relay. In this case the row which has the greatest number of correct answers wins.

Neatness must be required in this game. A system of scoring, giving credits for accuracy, speed, and neatness, is sometimes desirable.

3. **Buzz**—The pupils sit in a circle or in any fairly regular order. One of the players begins by saying "One"; the next follows with "Two"; and so on around the group. But when the number "Seven" is reached, or any number containing seven, or any multiple of seven, it must not be given. Instead, the player whose turn it is, says "Buzz." Thus "Buzz" would be substituted at fourteen, twenty-seven, twenty-eight, thirty-five, thirty-seven, forty-two, and so on. Seventy-one is buzz-one, seventy-two is buzz-two, seventy-seven is buzz-buzz. Anyone who makes a mistake drops out of the game, and the one remaining longest in the circle wins.

4. **"Hickory, Dickory, Dock"**—On the blackboard draw a large circle. Mark this off into sections by drawing lines through it radiating from the centre. In each section and in the centre write a number.

One child takes a pointer and, standing before the blackboard with eyes closed, says:

"Hickory, dickory, dock,  
The mouse ran up the clock,  
The clock stuck——"

At this the pointer is placed against the board and the number it strikes nearest is named. Then the product of this number and the table number at the centre of the circle is given.

If desired, the class may choose sides and a score be kept. The side that has the largest number of correct answers wins.

5. **Multiplication Toss Ball**—On the blackboard the teacher writes the numbers through 9 in a circle. In the centre of the circle she writes the multiplier, say 6. One of the pupils throws a soft rubber ball at the circle, saying, "6 times——" and if the ball strikes 8, finishes by saying, "8 equals 48." He continues to throw the ball until he fails to hit a number. Then the next pupil takes the ball and throws. This continues until all in the class have played.

#### GEOGRAPHY

1. **Geography "Fruit Basket"**—Each pupil takes the name of a state or province. The leader calls a name three times: as "Iowa, Iowa, Iowa." If the pupil called fails to respond with some fact about his state before the leader has finished speaking, he must take the leader's place. Occasionally the leader gives some

fact about the whole United States (or Canada) and everyone changes places, the leader securing a place in the general scramble. This game is an excellent attention drill, aside from its educational value, and may be used for noted people in history also.

2. **Jig-Saw Maps**—Have maps pasted on stiff manilla paper or on light cardboard, and cut up into small irregular pieces. Children of all grades find pleasure in reconstructing the maps. For young children the pieces should be larger than for the older ones.

3. **Merchant**—One player pretends he is a merchant. He imitates as well as he can the distinctive racial or commercial characteristics of the type of merchant that he professes to be, and makes his "selling" as real as possible without mentioning the name of the object he is selling. He may tell how it tastes; if a garment, how it will look upon the purchaser, the benefits it will bring, and the like. The other players guess whom the man represents, and what his wares are. Then another player acts as merchant.

4. **My Ship's Arrived**—"My ship's arrived." "Where is it from?" "Guess." "What is it loaded with?" "Rubber," "Para? Singapore?" etc.

The leader decides on his port and names his commodity. The class guesses his port. The one who guesses correctly becomes leader.

If a person guesses correctly a second time before all his classmates have led, he may select some one to take his place.

5. **Proper Places**—The procedure in this game is the same as in "Bird, Beast, or Fish," except that in this the cry is changed to conform to the subject chosen. In geography it may be "Mountain, river, city!" the one hit being obliged to name one of these before the thrower counts ten. In history, the call may be, "Person, time, place!" in language, "Noun, adverb, adjective"; and in nature study, flowers, "Annual, perennial, biennial," and many others.

In geography and history, specialization makes the game more valuable, as for instance, in geography, limiting names to mountains, rivers, cities of one country; and in history, to person, time, place, of one period.

6. **What is My Country**—One pupil who is leader chooses another who is to leave the room. The leader writes on the board the name of some country, or asks another child to do so, and promptly erases it. The absentee is called in. The pupils pretend that the country chosen is theirs and volunteer interesting facts about it, until the child who was absent determines what country was chosen. The leader has charge of the recitations. The pupil who was outside now becomes leader, and the game continues.

Names of Provinces in the Dominion may be used instead of names of foreign countries.

(Selected from "Four Hundred Games for School, Home, and Playground," by Ethel F. Acker; F. A. Owen Pub. Co., Dansville, N.Y.)





## PRIMARY DEPARTMENT



### ADVICE FOR VACATION

Gold that buys health can never be ill-spent,  
Nor hours laid up in harmless merriment.  
—John Webster.

## Silent Reading in Grades I. and II.

**I**N considering silent reading, we must note first that it is not merely non-vocal reading, but a complex process whereby the pupil obtains thought from the written pages much more quickly than in oral reading.

In silent reading the vocal organs are not used to any perceptible degree. We must realize that lip movement is natural and that the non-movement of the lips, tongue, etc., has to be acquired.

In good silent reading the eye movements are smooth and rhythmical, whereas in poor reading they are slow, uncertain, and irregular. Investigators tell us that after the fourth grade little can be done to improve eye movements, and that the greater the speed the greater the power of comprehension.

Adults spend a large part of their time in such reading, thus we should prepare the child for his adult life.

Silent reading is a thought-getting process, and very often in oral reading all the energy is used in the reproduction of words, leaving very little energy for comprehension. One usually reads well the material which is familiar and easily understood.

The teacher's attitude and valuation of silent reading must be taken into consideration. There may be a smaller number of pages covered in the oral reading text-book, but the pupil is becoming familiar with more material, thus broadening his outlook. For the slow, retiring child develops greatly by silent reading, because while reading silently his energy is spent in actual thought-getting, and his comprehension can be tested later in dramatization.

It is necessary for the teacher to know something of the research work done along this line during the past ten years and the marvellous improvements in testing the eye movements and the fixations. It has been proved that children spend more time in the eye pauses than they do in seeing the phrases and clauses. The length of line and familiarity with the material to be read cause great differences in the time required. Therefore, for silent reading we want material well

within the pupil's range of thought, a natural size of print for his age, and a good length of line, in order that we may improve the rhythmical eye movements.

In this reading we must recognize the value of habit formation and strive for rapid rhythmical work. This fact cannot be over-emphasized. If the eye falls into

the habit of pausing on each word, the rate of reading will be slow; but if the habit of taking in larger units or phrases and clauses is formed, the rate becomes rapid and the interpretation and comprehension much improved.

We who are teaching largely by a phonetic system must guard against word-naming and must have some other work in order to produce smooth systematic eye movements.

In grades One and Two, oral reading is absolutely essential and must continue to be so, until the mechanics of reading have been mastered. Then will the pupil's rate of articulation overtake his

rate of word recognition, and silent reading will take a larger share of the reading period.

We must use material which will grip the pupil's attention and note that the element of fatigue soon enters into the work. A few minutes of bright, enjoyable work is of great benefit. In the teaching of silent reading great variety must be given to our work. This is an important factor when we consider the percentage of time spent in reading in these grades. In all this work we should encourage the pupil to read honestly, persistently, effectively, and thoughtfully.

In Grade One, after the pupils have become familiar with a few simple words and sentences, introduce silent reading. They will know some of the words, and others they will get from the context. Arrange cards about the room on which pictures have been mounted and also the name printed. The leader may call on pupils as follows, and either use flash cards or write on the blackboard the instructions for the actions to be performed.

I.—Leader: "Johnnie please." (Flash) "run," "skip," "hop," "jump."

Johnnie does as the card indicates.

### *Daisy Time*

MEMORY GEM

Daisy time has come again—  
Daisies sweet and bright,  
Turn their round white faces up  
To meet and kiss the light.

Daisies on the hillside,  
Daisies on the plain,  
Throng so close, one can but think  
The snow is here again.

Strolling through the meadow,  
Scattered by the brook,  
Daisies, daisies everywhere,  
Whichever way you look.

—Selected.



## McGILL UNIVERSITY

### SCHOOL OF PHYSICAL EDUCATION

A two-year Diploma Course in the Theory and  
Practice of Physical Education

Women Students only admitted for  
Session 1927-28

**Special Residence**

Session begins late in September  
and ends in May

For Special Calendar and further information,  
apply to the

Secretary

Department of Physical Education  
McGill University  
MONTREAL

### *Bridal Silver*

Sterling silver, the traditional gift to bridal couples, is today more than ever the correct and wise selection.

Modern homes and apartments are of necessity less spacious than in other times—space is valuable, needs are fewer.

Gifts that serve daily and are of enduring worth, they, above all others, are appreciated.

**HENRY BIRKS & SONS**  
LIMITED  
DIAMOND MERCHANTS  
WINNIPEG

## BUILDERS OF CHARACTER AND CULTURE

*The Teacher's Best Work is well  
carried on at*

### Brandon College

Courses in:

ARTS (B.A. and M.A. Degrees)  
MUSIC and EXPRESSION  
ACADEMY (Dalton System)

Information gladly furnished to teachers  
or pupils. Write to

C. F. RICHARDS, B.Sc., B.D., Registrar  
BRANDON COLLEGE, BRANDON, MAN.

*Education Crowned by Reverence*

## University of Manitoba

WINNIPEG

OFFERS, AMONG OTHERS  
THE FOLLOWING COURSES:

Through its FACULTY OF ARTS AND SCIENCE courses leading to the degrees of B.A. and M.A.; and B.Sc., including B.Sc. (Phar.), and M.Sc.

Through its FACULTY OF ENGINEERING AND ARCHITECTURE courses leading to the degrees of B.Sc. (C.E.), B.Sc. (E.E.), M.Sc. and B.Arch.

Through its FACULTY OF MEDICINE courses leading to the degrees of M.D. and C.M.

Through its FACULTY OF AGRICULTURE AND HOME ECONOMICS courses leading to the degrees of B.S.A. and B.Sc. (H.E.).

Through MANITOBA LAW SCHOOL, an affiliated institution, a course leading to the degree of LL.B.

For Terms of Admission, Details of Courses  
and Other Information, Apply to

W. J. SPENCE  
REGISTRAR  
University of Manitoba, Winnipeg



Leader: "Mary, kindly bring me a dog, frog, pig, mug, etc."

Leader: "Doris May." (Flash) "Dust my chair. Get a brown cap. Open the door. Eat the corn. Fall down the hill."

Doris performs these actions.

Leader: "Doris and Helen." (Flash) "Mary go to town. Up the hill. Get a drink of water. Clap hands. Roll the ball. Take your seats."

Doris and Helen work in unison.

II.—Animal games. Each child is assigned a certain animal before class. When the teacher holds up the flash cards the animals will perform.

The cat may meow.

The fish may swim.

The dog may bark.

The horse may trot.

The Little Red Hen may plant her corn.

III.—Use any game familiar to the class, and have them play from written instructions.

IV.—Use plenty of riddles. For example:

(1)	(2)	(3)
It is little	It is little	It has a red breast
It can run	It can run	It can sing
It can jump	It can jump	It builds a nest
It eats bugs	It has four legs	Answer:
It can scratch	It has fur	A robin
It can peep	It scratches	

Answer:

A chicken

Answer:

A kitten

In the latter part of Grade One, longer sentences may be used to advantage, thought exercises introduced, and also many of the Nursery Rhymes.

Cut strips of paper varying in lengths. Write directions: "John, please give me the longest strip, the shortest," etc.

Use colored cards. Write on blackboard: "Mary, please give me the blue card," etc.

Use jars of water of varying temperatures. Write on the blackboard: "Which is hot?" "Which is cold?" etc. The child chosen to answer will indicate.

Use the children's drawings. Write: "Which drawing is well placed?" "Mary may tell us why." Children require a great amount of work along this line to teach them judgment in values.

When the pupils read fluently, tell them to read a little faster than they did the previous day, because the best readers and thinkers are those who read rapidly. But they must be taught that in some way they will be tested in what they remember of the story.

There are many ways of testing. The teachers may ask different pupils to tell various parts of the story or she may assign certain work as:

Make: A list of the different characters. A list of the hard words to spell. A list of the hard words to pronounce.

Or the story may be dramatized, or they may have a paper-cutting lesson.

Remember in all this work that the pupils are reading for pleasure. The teacher's aim is to secure good, rapid eye movements and a smaller number of pauses to the line.

In what has been outlined above, the object is to improve the pupil's power of comprehension, his judgment of values, and his powers of concentration. The children will have ample opportunity for natural self-expression, while at the same time the work will be correlated. By the use of good literature the pupil's imagination will be awakened, and we may be confident that the children will pass to the next grade better equipped for their work, especially in silent reading.

### Hints and Devices

Note—Ideas for this column are eagerly solicited. If you have any device which helps you in your daily work, be sure it will help someone else. Why not put it in short form and forward to this department? Someone will appreciate it.

#### I.—Suggested Spelling Tests—(Final)

##### Grade II.

once	nineteen	nearly	cooky
wheat	o'clock	does	December
window	toes	twelve	ice
broom	many	page	first
Tuesday	bright	shoes	leaves
trying			

Those flowers are pretty.

The chickens are in the grass.

We have pencils and paper in school.

We like to eat bread and butter.

I like cake and candy.

Do you hear the kitten cry?

Here are fifteen eggs.

So the little girl was happy with her bird all winter.  
—(Can. Bk. II., Page 88.)

(Value 100. Marking—deduct 3 marks for each misspelled words and 2 for punctuation.)

##### Grade III.

third	Thursday	afraid	true
lesson	country	color	dress
skating	easy	nineteen	people
chalk	school	field	threw
caught	comb	blew	choose
anywhere	year	grade	circle
kitchen	pencil	wrong	knife
orange	please		

Have you read any Indian stories?

The world is full of beautiful things.

We had a picnic on my birthday.

He will ride in a sleigh like Santa Claus.

Is the answer right or wrong?

Can you guess who took me to the circus?

Soon his friends began to watch for the kind words that were sure to come to them whenever they were in need of help.—(Reader, Book III., Page 110.)

(Value 100. Marking—deduct 3 marks for each mis-spelled word, 2 for punctuation.)



**II.—Literature and Silent Reading.****Review Questions—Grade IV.**

Name a lesson from your reader that teaches us that:

- (1) Nature is the best teacher.
- (2) Obedience brings reward.
- (3) Contentment means more than riches.
- (4) Honesty brings promotion.
- (5) Trees have a purpose.
- (6) Jealousy brings disaster.
- (7) Disobedience brings sorrow to others.
- (8) Industry brings reward.

Name a lesson from your reader that tells about:

- (1) Late autumn in Canada.
- (2) A great discourse.
- (3) The emblem of Canada.
- (4) A poor boy who became a great sculptor.
- (5) A poor boy who became a missionary and an explorer.
- (6) Unselfish friendship.
- (7) A shepherd who became a singer.
- (8) Making the best of things.

—From the A.T.A. Magazine.

(The above idea carried further.)

**Grade III.**

Name a lesson from your reader which teaches us:

- (1) That dishonesty is punished.
- (2) That wishes fulfilled are not always good for us.
- (3) That a kind act may save many lives (a poem).
- (4) That a brave man will always think of others first.
- (5) That a happy child sheds happiness about her.

Name a lesson which tells us about:

- (1) An invention.
- (2) A Bible character.
- (3) A famous artist.
- (4) A brave British officer.
- (5) A boy hero.

Same directions as for Grade II.

**Grade II.**

How many poems in your book are written by Robert Louis Stevenson?

Name a lesson from your reader which teaches us:

- (1) The result of greediness.
- (2) To obey at once.
- (3) That the weak may help the strong.
- (4) That a promise should be kept.
- (5) That untruths in fun cause trouble.

Name a lesson from your reader which tells us about:

- (1) A wise king.
- (2) A child living in a colder land than ours.
- (3) A boy who knew all about birds and animals.
- (4) A little girl who had perfect faith in Santa Claus.
- (5) A kind deed.

(The above may be used in either of two ways, written and the book used, or answered orally without the book.)

# The Gregg Stenographic Course

*Use these Books and eliminate  
unnecessary duplication*

**THE GREGG SHORTHAND MANUAL**

Contains a complete exposition of the principles and represents the minimum requirements for a course in Gregg Shorthand. List Price, \$1.50

**GREGG SPEED STUDIES**

is not merely an extra dictation book, but a vital, integral part of the shorthand course, planned for use with the Gregg Manual right from the start—supplementing and completing it. Ninety per cent. of the schools teaching Gregg Shorthand use Gregg Speed Studies. List Price, \$1.20

**NEW RATIONAL TYPEWRITING  
(1927 Edition)**

It attacks the problem from a brand-new angle—the angle of the scientist and the efficiency expert. Intensive drills, based on the principles of psychology of learning, take the place of meaningless copying. Designed with a view to close correlation with the shorthand textbooks, it forces the student to think for himself, teaches him to arrange his material properly, and at the same time develops the highest degree of motor skill. List Price, \$1.20

**APPLIED BUSINESS ENGLISH AND  
CORRESPONDENCE**

gets right down to fundamentals, presents the essential facts that every stenographer needs to know, and fixes them so firmly that they are never forgotten. And printed exercise forms save work for both YOU and your pupils. Easily written, easily corrected! List Price, \$1.00

**SECRETARIAL STUDIES**

Secretarial Studies takes the raw beginner, equipped only with a knowledge of shorthand and typewriting, and turns him or her into a real well-trained secretary—able to command a respectable salary. This book should form an integral part of the stenographic training, introduced as soon as transcribing is begun.

**EFFECTIVELY CORRELATED**

Effective though all these texts are in themselves, they reach their full 100 per cent. efficiency only when the whole five are used together. Each has been planned to correlate with the others. They dovetail perfectly.

Every Gregg textbook is written on the firing line. Every page is tested in actual classrooms before it appears in print. Every principle set forth has been proved over and over again.

Examine these books at our expense

## The Gregg Publishing Co.

New York Chicago Boston San Francisco  
Toronto London





## BOOK NOTICES



**Speedwriting**—Brief English Systems, Limited, Dept. M.T., 1414 Royal Bank Bldg., Toronto.

This so-called new and natural shorthand is, as many readers may know, abbreviated longhand. The idea of abbreviating longhand by the omission of unimportant letters and syllables is not new.

Many years ago there was a shorthand writing machine known as the "Anderson," which wrote a brief style. Just before the war another shorthand machine known as the "Steno-Type" appeared. It had some good features but was not successful in establishing itself. There followed various attempts at a system of shorthand typewriting, of which "Speedwriting" seems to be the lineal descendant.

Let us examine a sentence from a Speedwriting advertisement: "This is written for your information and to give you an impression of what the system looks like. It will enable you to make a comparison." Here it is in Speedwriting: "thsrin fu nfmj a tgiu a mpj vwa ths, m loslk. tl nbu tmka kprsn."

It is obvious that if written with a pen or on a typewriter that it is considerably briefer than longhand. However, on account of the claims made for the system we must go further. Is Speedwriting briefer than orthodox shorthand? If the foregoing specimen be copied with the pen, it can be seen that some 119 strokes or distinct impulses of the hand will be necessary, whereas to record the same in Gregg or Isaac Pitman shorthand requires only about 46 strokes. Assuming that the hand of a skilled operator can travel as fast in Speedwriting as in Gregg or Pitman, it is clear that 119 strokes cannot be executed so rapidly as 46. We may note that it is fairer to compare the strokes themselves of Speedwriting with those of Gregg rather than with those of Pitman, since Gregg strokes are all light, of the forward slant of longhand, and are written in one position—on the line—and with vowels joined. (In Pitman there is shading, three-position writing, backward, forward, vertical, and horizontal strokes, and disjunction of vowels.)

The present world's champion shorthand writer, P. Dupraw, a writer of Gregg, won his laurels at speeds of from 200 to 280 words per minute. These are speeds which meet all possible demands in reporting human speech. From a careful examination of the system and all available evidence, we believe the maximum capacity of speedwriting when written with pen or pencil may slightly exceed 100 words per minute. If written on a typewriter, no doubt still higher speeds could be attained, just as is the case with ordinary longhand. There are, however, so many practical difficulties in the way of using typewriters, noiseless or otherwise, for general

dictation purposes that we need not enumerate them here.

As to legibility, even ordinary unabbreviated longhand is sometimes very illegible—legibility demands accuracy of form at all speeds. We fail to see, after careful testing, that Speedwriting written at high pressure, is any more readable than Pitman, or that it is as legible as are the graceful outlines of Gregg. Speedwriting has been carefully prepared and is probably as efficient as any system that suffers from the great limitations of our longhand alphabet. It will be useful to those who are quite satisfied with a moderate speed for personal note-taking. It can be acquired in less time than some systems of shorthand. Russell shorthand, for example, taught and used successfully in Winnipeg for some time, we believe to be just as easy to learn and much speedier.

There is no royal road to the higher speeds of verbatim reporting reached by thousands of Gregg and Pitman writers. All characters of the alphabet, special abbreviations of words of high frequency and of phrases must be familiar to the writer to the point of automatic, instant, and accurate reproduction—automatic to the extent that his attention can be focussed on the sense of the matter he is reporting. This entails a vast amount of repetitive practice. Even Speedwriting demands the memorization of between 60 and 70 syllabic abbreviations, (the method of making many of which, it may be observed, bears a close resemblance to that employed in Gregg shorthand) and a large number of word abbreviations. To use this material at say 100 words per minute instead of at about 40—an average longhand rate—means work and lots of it.

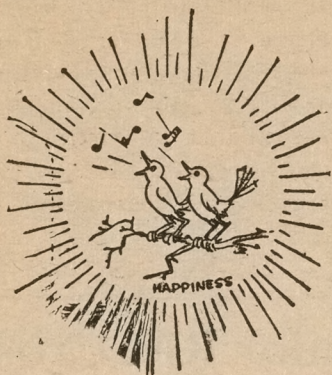
We pay tribute to Miss Dearborn's judgment in laying the foundations of her textbook vocabulary with Professor Thorndike's 1,000 commonest words. We take no issue with the milder claims made for the advantages said to be possessed by her compilation, but with statements which imply that tried and tested shorthand systems may now be laid aside in its favor, we are forced to differ very vigorously. To those who would be prepared for any emergency we would respectfully answer, "Say it with Gregg, or with Pitman."

---

**"5,000 Facts About Canada,"** for 1927, compiled by Frank Yeigh; Canadian Facts Publishing Company, Toronto; pp. 80; price 35c. Special rates will be quoted for school boards, teachers' associations, or classes.

This publication is so well-known as to require no introduction. Its eighty pages are full of facts, figures, and important information about Canada. The material is concisely arranged under alphabetical headings





## Happiness is Assured

the bride who entrusts us  
with the supplying of her

## Wedding Stationery

Our facilities and experience are a guarantee  
of first-class workmanship at moderate prices.

SAMPLES GLADLY FORWARDED

## VETERAN PRESS LIMITED

(Printers of The Manitoba Teacher)

Nokomis Bldg. (Cumberland and Hargrave)

Phone 27 189

WINNIPEG

## Now is The Time To Order Equipment For September Delivery

Urge your Board to approve all purchases before you leave for Summer Vacation. Mail the order to us so that everything will be delivered in ample time.

JOHNSTON'S MAPS, GLOBES AND CHARTS  
BRADLEY'S PRIMARY AND ART MATERIALS  
ART PICTURES AND POTTERY MODELS  
MISCELLANEOUS SUPPLIES  
NATURAL SLATE AND "ASBESTOSLATE"  
BLACKBOARDS  
BLACKBOARD ACCESSORIES  
"PRESTON" SCHOOL DESKS

## The GEO. M. HENDRY Co. Ltd.

EDUCATIONAL SUPPLIES

129 Adelaide St. W.

TORONTO 2

# EATON SERVICE IN WESTERN CANADA

Planned to better our service to all parts of the West, growth of the EATON organization is based on over 21 years of catering to the needs of this territory.

Impressive as they are to the eye, the huge EATON Mail Order and Store buildings at Winnipeg, our Regina and Saskatoon Mail Order buildings, and numerous Groceries in the West, are but the visual emblems of a still greater growth—EATON organization and service. It is this well-equipped, smoothly-running organization that enables us to live up to our ideal of being the best place for the shopper to deal with; to give in general the best values, and to please with prompt and satisfying service.

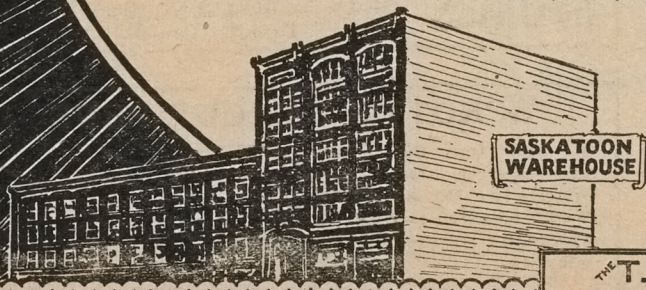
Let the EATON Catalogues be your Shopping Guides.  
You will be pleased with our service, and profit by it



WINNIPEG  
STORE



REGINA  
WAREHOUSE



SASKATOON  
WAREHOUSE



WINNIPEG  
MAIL ORDER  
BUILDING

THE T. EATON CO. LIMITED  
WINNIPEG - CANADA



from "Agriculture" to "Yukon." In addition there are pages of miscellaneous items. The alphabetical arrangement and an index facilitate ready reference. Confederation receives special attention, and an interesting page entitled "Striking Confederation Contrasts" gives evidence of Canada's remarkable progress. An excellent and handy compilation on the resources and wealth of our Dominion.

**The Book of Popular Science**—15 vols., published by the Grolier Society.

The publishers of the well-known and much appreciated Book of Knowledge have produced a worthy sequel to the work which has done so much to initiate the youth of the modern age into the wonders and mysteries of the universe. The Book of Popular Science deals in a fascinating way with science in its widest interpretation—the sum of human knowledge. "Every thinking person 'wants to know.' This book tells in clear language what he wants to know—about the universe in which his earth is such a tiny spark; about the earth on which he lives; the life in him and about him; the powers he has summoned to his aid; the industries he has developed with their help; the methods by which he buys and sells their products; the social relations in which his communities are organized; the health that should be his; the foods, household conditions and amenities his home life demands."

Each of the fifteen volumes—beautifully printed on fine paper and strongly bound—contains several articles on each of the thirteen main divisions, The Universe, The Earth, Life, Plant Life, Animal Life, Man, Health, Power, Commerce, Industry, Society, Biography and Household Science. A glance at Vol. V., for instance, discloses a most attractive selection of accurate, up-to-date, entertainingly written and well-illustrated articles on such a variety of subjects as The Life-Story of Worlds, The Radioactive Elements, Propagation of Plants, The Digestive System, Balance of Mind and Body, Power from Gas, The Reign of King Cotton, The Evolution of Society, Biographies of Great Scientists, Clothes and Laundry Reagents.

To a high-school student, boy or girl, the set should prove a wonderful stimulus to the study of science. Text-books, too often, are lifeless and forbidding. The Book of Popular Science is fascinating as well as instructive. University students will find the diversity of topics a valuable corrective of the specialization which is one of the necessary evils of the advanced study of modern science. Teachers, elementary and high school, cannot afford to be ignorant of the wonders of the universe, and the amazing material and social advances of recent years. The specialist in chemistry will probably consider that department defective, but he will find his interest in botany and sociology thoroughly aroused. The botany expert may not be satisfied with

that section of the work, but he will learn much of industry and commerce. The fact is, The Book of Popular Science has not been written for experts or specialists, but for that much larger group of humanity, the men and women who are anxious to broaden their education. It deserves as great a success as the Book of Knowledge, and that is the very acme of commendation.

## Junior Red Cross

It is rather late to be suggesting labor-saving devices to teachers, but the following thoughts may be of value even now—especially if they are carried forward into the new school year.

The Junior Red Cross is NOT one more organization which requires the presence of boys and girls at an hour in the evening when they should be doing their homework. No, the meetings take place in school hours under the teacher's direction at a period convenient for holding a short programme—once or twice a month.

Nor does the Junior Red Cross keep the boys and girls out late at night. On the contrary, with its posters and literature, it is always impressing upon them the benefit of long and sound sleep—the benefit to others as well as to themselves.

The teacher has nothing to fear from the introduction of the Junior Red Cross into the schoolroom. It brings nothing but inspiration and in addition a great deal of practical assistance that is invaluable.

All information about the movement will be promptly supplied on application to 187 Kennedy Street, Winnipeg.

### TEACHERS ATTENDING SUMMER SCHOOL

I can supply you with good second-hand text-books in English, Economics, and Psychology at very reasonable prices. Box 100, "The Manitoba Teacher," 403 McIntyre Block, Winnipeg.

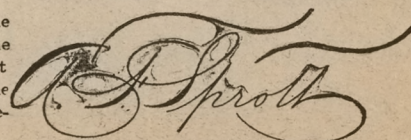
### WRITE SHORT STORIES

Many Teachers are adding to their regular incomes by writing and selling Short Stories. One sold four recently. Let us send you copy of his testimonial and our Ability Test.

SHAW SCHOOLS, 44 Bloor West,  
Toronto, Canada.

### SPROTT'S FAMOUS PENS

are made from the  
best Steel in the  
World—by Expert  
Workmen—to suit the  
exacting require-  
ments of



Nos. 1 and 2 are recommended for school use.  
Your Stationer has them



# CANADIAN NATIONAL EXCURSIONS

---

---

## Eastern Canada

*ALL RAIL OR LAKE AND RAIL*

TICKETS ON  
SALE  
MAY 15th  
to  
SEPT. 30th

---

## Pacific Coast

*THE TRIANGLE TOUR*

*ALASKA*

GOOD TO  
RETURN UP  
TO  
OCTOBER 31st  
1927

---

## Jasper National Park

*MT. ROBSON PARK*

---

---

DURING JULY  
**PERSONALLY  
Conducted Tours**

TO

**Great Britain and  
the Continent**

ALSO TO

**The Pacific Coast**



*Please call and get full  
details from any Agent,  
Canadian National Rlys.*

*Or Write*

**W. J. QUINLAN,**  
*District Passenger Agent,  
Winnipeg, Man.*

---

*See Canada in Canada's Diamond Jubilee Year, 1867-1927*



## News From The Field

### TREHERNE-GLENBORO LOCAL

The Treherne-Glenboro Local met on Saturday, May 21st, at Cypress River. There were teachers present from Treherne, Holland, Stockton, and Glenboro, as well as from rural districts. The Local elected officers for the coming year as follows: President, Miss Mabel Fraser, Holland; Vice-President, Mr. R. E. Beecher, Cypress River; Secretary-Treasurer, Mr. Cecil J. Hutchings, Holland; Executive, Mr. H. R. Brown, Treherne; Mr. A. J. Anderson, Stockton; Mr. G. J. H. Garrett, Glenboro.

The teachers present discussed the matter of a Field Day but arrived at no decision as to what each individual school would do. The General Secretary was present and spoke to them on matters of the Federation generally. He referred particularly to the World Conference to be held in Toronto this year. It was thought that some of the teachers from this district would in all probability attend. The other matters discussed were the Jubilee Celebration and the next meeting of the Local. The several principals are to bring the matter of payment of fees to the attention of their staffs, and it is expected that quite a number of the fees will be paid shortly.

At the conclusion of the meeting, the ladies of the Holland staff served a very dainty lunch. The teachers were all glad to be told by Mr. Beecher that his Board had purchased for the principal a residence. This is one of the most desirable residences in the town, and the Cypress River School Board is to be congratulated on its enterprise.

### CARBERRY-MACGREGOR LOCAL

The Carberry-Macgregor Local met in Carberry on Saturday, May 14th. There was a good attendance and a very interesting programme. An account of the Easter Conference was given by Mr. L. A. Glinz. His address was inspiring. Mr. Glinz also gave a good paper on "The Appreciation of Music."

The Local reorganized for the coming year and appointed the following officers: President, Mr. L. A. Glinz, Carberry; Vice-President, Miss S. A. Sproat, Sidney; Secretary-Treasurer, Miss Jean Cowie, Carberry.

There was a good attendance from contributing points, with the exception of the east. It is hoped that the next meeting will be more widely attended even than this one.

### LAC DU BONNET LOCAL

A meeting of the Lac du Bonnet Local was held at the home of Mrs. R. Hambly, Landerville, May 14th. Due to the almost impassable condition of roads several members having some distance to travel were unable to be present.

Arrangements for the Annual Picnic of the Local occupied the greater part of the afternoon. It was decided that the outing take the form of a motor trip to Seven Sister Falls on Saturday, June 18th.

After some discussion on the new Contract forms, the members adjourned to supper. Mrs. Hambly charmingly filled the position of hostess, and a delightful evening was spent.

### POPLARFIELD LOCAL

A meeting of the teachers of the Poplarfield Local was held after Easter. The following officers were elected: President, Mr. Nicholas Punak; Vice-President, Miss Pauline Cherniak; Secretary-Treasurer, Mr. Walter A. Kostiuk.

The Local has met several times during the winter, and the members hope during the coming year to continue their conferences. During the winter the following topics have been under consideration: Canadian Literature; Text Books in Public Schools; Programme of Studies; Teaching as a Life Profession; Adequate Salaries; Work of the Federation.

The Local discussed plans whereby School Boards and Departments could be induced to keep teachers longer in schools. In most of the schools in this district the Local found the changes are at least one a year. The Local felt that this was to the disadvantage of both teacher and pupil.

Whilst the attendance at some of the meetings has not been large, yet great enthusiasm and high professional spirit were noted. It is believed that this Local will do good service for the teachers of the community.

### TRANSCONA LOCAL

The Transcona Local held its first meeting for the season 1927-28 on May 10th. The following officers were elected: President, Mr. D. A. Baxter; Vice-President, Miss E. A. Robinson; Secretary-Treasurer, Miss M. E. Wright.

Plans for the Diamond Jubilee Celebration were also discussed and reports received from the delegates to the Easter Convention.

All Branches of Beauty Work to Your Satisfaction

### Chicago Hairdressing Parlors

265 KENNEDY STREET  
(Under Roseland Dance Gardens)  
WINNIPEG

Miss Gladys E. Balkwill  
Phone 89 766 WINNIPEG

### BOWMAN

### HAIRDRESSING PARLOR

SHINGLING, MARCELLING  
Shampooing, Henna Rinses, Manicuring  
345 Somerset Bld., Phone 23 585

### LOOK YOUR BEST!

EVERYTHING IN BEAUTY CRAFT  
Marcel Waving, Scalp Treatments  
Electrolysis for removing Superfluous  
Hair, Moles, Warts, etc.

MRS. L. BOO

Phone 86 060 909 Boyd Bldg., Winnipeg

Phone 28 447 for Appointment

### ELITE HAIRDRESSING PARLORS

MISS GRACE CASEY, Proprietress  
283 Smith St. WINNIPEG

FACIAL MESSAGES, ETC.,  
MARCELLING  
"MARINELLO" COSMETICIANS

Specialists in  
Marcelling, Massaging, Manicuring,  
Shingling, Hair Dyeing, Scalp  
Treatments

### BEE BROWN'S BEAUTY PARLOR

35 STEELE BLOCK, COR. PORTAGE  
AND CARLTON  
Phone 89 259

Phone 21 927

Res. 34 308

### DR. ROVEDA, M.T.D. M.E.

MECHANO-THERAPY, DERMATOLOGY,  
ELECTRICAL THERAPEUTICS,  
X-RAY TREATMENT,  
CHIROPODY

242 SOMERSET BLK., WINNIPEG.

### HAVE YOU FOOT TROUBLES?

CONSULT

### DR. B. A. LENNOX

CHIROPODIST

Phone 23 137

334 Somerset Block, WINNIPEG



### HARRY S. NOWLAN

Optometrist and Optician

Office:

804 Standard Bank Bldg.  
(Formerly Sterling Bank Bldg.)

Portage Ave., corner Smith St.

Phone 22 133

Res. Phone 42 754



## STEINBACH LOCAL

Three meetings were held since the last report of the Local's activities appeared in these columns. The first meeting took place on the last Saturday in February. There was an excellent attendance of members, and a very interesting programme was presented. Mr. J. G. Kornelson gave a talk on "Music in the Public Schools." He thought that many teachers did not receive adequate training in this subject. After giving valuable suggestions as to the material that could be used in teaching music, he pointed out that singing should have a prominent part in the opening and closing exercises. Miss Wiebe, the primary teacher in Steinbach School, gave an instructive paper on "Reading in the Primary Grades."

The next monthly meeting was held on March 26th. The Secretary referred with pride to the fact that the Local was in the position to send two delegates to the Annual Convention. Mr. J. G. Toews, the Principal of the Steinbach School, gave a very instructive talk on "Teaching of Responsible Government."

The last meeting, April 30th, was to be the annual meeting; the roads were unfortunately in such a condition that only about 50 per cent. of the members were able to attend. The matter of organization and election of officers for the next year was, therefore, postponed to the next meeting, which was set for May 21st. The delegates, however, presented their report of the Annual Convention.

Mr. A. P. Salemba then delivered a paper dealing with "Moral Teaching." He was asked to read his paper again at the next meeting, thus giving all the members a chance to hear it.

One idea seems to pervade the Steinbach Local. It is this: our meetings must not degenerate into mere social functions, but must be instructive and of value to every member, thus giving each teacher new inspiration and new courage. That has been the aim set by the officers of this Local; whether they have succeeded remains for the members to judge.

Fees are being received now, and it is hoped that all fees will be paid before the first of June.

NEWS FROM THE DAUPHIN  
NORMAL SCHOOL

Many of the "teachers-to-be" enjoyed three weeks in their home districts during April, two of which were spent in country schools. Football and rapidly approaching exams. are now the order of the day.

In considering the former, we are proud to announce that in two games the Normal boys won the first and tied with the

opposing team in the second. They are keen contestants in the Dauphin League for the possession of the cup that is to be donated by Mr. E. H. Walker, Principal of the Normal School. In considering the latter, we may state that the light burns late and early in many a Normalite's room now; and what surrounds the Normalite therein?—Psychology, Pedagogy, Silent and Oral Reading, and last, but by no means least, History of Education.

The girls are also taking a part in the field of sports. The recesses are now much enjoyed in playing basketball and soft-ball games with the public school girls.

Preparations for the Normal "At-Home" are rapidly going forward. The programme for the closing evening of June 3rd, will consist of a play, choruses, duets, quartettes, and a valedictory address which will be given by Mr. Alex. McIntosh.

The members of the "D.N.C." feel almost sad at the idea of saying "Good-bye," but as teachers some of them may be heard from in the future.

At present it is safe to state that the "D.N.C." will remain one hundred per cent. strong for the M.T.F. as long as it continues to function.

RUTH E. WILSON, Secretary.

Editor's Note—We wish you all every success in the teaching profession. We are glad of your professional loyalty and are quite sure that the work you will do in your schools, too, will grade one hundred per cent. Let us hear from you again.

## ALEXANDER-OAK LAKE LOCAL

A meeting of the Alexander-Oak Lake Local was held on Saturday, May 14th, at the school at Alexander.

The first matter considered was the circular sent from the main office of the Federation. The Local expressed great interest in this and were glad to get the information in regard to the activities of the Federation generally. The members hope that the letter will be continued.

Mr. J. J. Jackson, Kemnay, who represented the Local at the Easter Conference, gave a splendid account of the work of the Federation. He thought that the Conference was very much worth while, and said that marked enthusiasm characterized the proceedings.

Then Miss M. Leeson, of Alexander, contributed a very fine paper on Literature, giving an account of the revival of poetry and the rise of the novel.

Arrangements were made for a meeting of the Local at Alexander on Saturday, June 18th. The officers expect that many of the fees will be paid, so that the Local will be in good shape before holidays.

## BROADWAY FLORISTS

FLORAL DESIGNS AND BASKETS  
ARTISTICALLY ARRANGED  
FRESH FLOWERS DAILY

Phone 22 788

241 Portage Ave. (Opp. Post Office)

Phones: 24 005; St. Andrews 6

## A. R. KING

FLORIST

270 HARGRAVE STREET

Nurseries: River Road, St. Andrews  
Member Florist Telegraph Delivery

MANICURING

SHAMPOOING

THE

## Misses K. &amp; Isabel MacDonald

MARCEL WAVING AND HAIRDRESSING  
FACIAL MASSAGE

ANTISEPTIC HOT OIL TREATMENT  
FOR THE SCALP

237 Somerset Block

Phone 24 264

Nelson's Pictures  
of  
Canadian  
History

Each ..... \$1.50

Set of 12 ..... \$15.00

Mounted on heavy board with bound edges and eyelets and waterproof varnished, \$1.00 extra.

Frames \$2.50 and \$3.00 each

We also carry a large stock of other pictures especially suitable for schools.

## RICHARDSON BROS.

332 Main Street

WINNIPEG

*I saw your name in  
"The Manitoba Teacher"*



### GILBERT PLAINS LOCAL

The Gilbert Plains Local held a very successful meeting on Saturday, May 21st, in the Brickburn School, although it was regretted that not more of the rural teachers were able to be present.

We were pleased to have with us three visitors from Dauphin. We are indebted to Miss Cadman, supervisor of music in Dauphin, and to Mr. Henderson, for their contributions towards the programme. Mr. Henderson spoke on the work of the Federation, and Miss Cadman gave an excellent talk on the purpose and method of teaching primary music. The report of the Annual Conference was given by the delegate.

A rally of the teachers of the locality, to take the form of a picnic, was discussed; destination, one of the nearby lakes; time, last week in June. We hope it will materialize.

### ETHELBERT LOCAL

The Ethelbert Local met on Saturday, May 7th, with Mr. B. Ingram in the chair. Reports on the Easter Conference were given by Mr. Elias Shklanka and Miss Mollie Leven. Their addresses were very interesting and informing.

It was decided to have a joint celebration in Ethelbert on June 3rd, and a programme committee was appointed consisting of Mr. Wm. Hryorchuk, Mr. B. Ingram, and Miss M. Leven.

The Local has had a very successful year and is planning further activities.

### ACCIDENT TO GUNTON TEACHER

A painful accident occurred recently to Miss Lily Chippendale, teacher at Gunton, when she slipped on the post-office steps and suffered a fractured ankle. After receiving treatment at the Teulon hospital she was conveyed to Winnipeg, where the bones had to be reset. Miss Chippendale is a member of the Teulon Local and while enjoying (?) an enforced rest at her home in Winnipeg was pleasantly surprised last week by a gift of fruit from fellow members of her Local.

### E. E. BEST PRIMARY LEAGUE

The primary teachers of Inspector E. E. Best's Inspectoral Division met in the Parliament Buildings on Saturday morning, May 7th, and organized under the name of the "E. E. Best Primary League." The following officers were elected: President, Mrs. L. T. Fry, Brooklands; Secretary-Treasurer, Miss J. A. Nisbet, Stony Mountain; Executive, Miss E. Emes, Miss M. Dyma, Mrs. L. B. Lothrop.

The object of the organization is the

interchange of ideas between old and new teachers, and the discussion of current events in the educational world—a project which Inspector Best considers of vital interest to the primary teachers of Manitoba.

At the meeting on Saturday morning the proposed programme of studies for Grades I. to VI. now being compiled by the Advisory Board was heartily discussed in round-table conference, and the Arithmetic as outlined for the primary grades was favorably commented upon.

### NOTICE

All those who intend going to Toronto for the World Conference should notify this office as soon as possible. The Toronto Committee wishes to know as accurately as possible the number of those who are likely to attend the meeting. The date of the Conference is August 7th to 13th.

E. K. MARSHALL.

### BINSCARTH-STRATHCLAIR LOCAL

The May meeting of the Binscarth-Strathclair Local was held in Solsgirth on Friday evening, May 20th. There were 26 teachers present, including those from Strathclair, Solsgirth, Birtle, Foxwarren, and Binscarth. The first meeting place was the Rest Room, where a sumptuous banquet had been prepared by the Solsgirth Women's Institute. The supper was one of the most pleasing functions of the gathering and was thoroughly enjoyed by all.

After a short intermission, the teachers re-assembled at the school for their business meeting. The minutes of the last regular meeting were read and adopted. It was decided, on motion of Principal Beckstead, Birtle, that the election of officers should be postponed until the September meeting, on account of the changing of teachers, which often occurs at the end of the summer term.

Mr. Kristensen, Solsgirth, then gave a very interesting and instructive address on "School Bands." He brought forward several reasons why this line of education should be fostered among the young people of the school, and gave some valuable hints as to how a brass band could be started. At the close of his address the Solsgirth School Band played several selections, which were thoroughly enjoyed by all present. This band was started by Principal Kristensen two years ago among the boys of his school. The players range in age from 8 to 18, and their playing was certainly a revelation to those present.

The matter of a School Field Day for the district was brought up by Mr.

Quelch, of Birtle. This matter has been under consideration for some time; but the committee in charge felt that on account of the many celebrations that were taking place this year to commemorate Canada's Diamond Jubilee, the question of a district Field Day had better be dropped for 1927.

Mr. Gamey, of Solsgirth, gave a report of the annual meeting of the Federation at Easter, and read the first message of our new President, Mr. Sadler, to the teachers. Miss Manwaring, of Birtle, also spoke on behalf of the Federation, urging upon all the necessity of paying their dues as soon as possible, and of helping the cause of the teachers by their loyal support. It was decided to hold the next meeting at Foxwarren on the first Wednesday in September, when the election of officers will take place.

The meeting then divided into sections—Primary, Intermediate, and High School—when matters of general interest were discussed.

Before leaving for home the teachers were given a splendid lunch by the members of the Women's Institute.

### NOTICE

The Elgin Local Federation will hold its next meeting on Friday, June 10th, at the home of the President, Mr. P. B. Bennett, at 8 o'clock in the evening. This will be the organization meeting. The rural teachers who can attend are cordially invited. Let us make this a record meeting.

(MISS) K. A. HAMMOND,  
Secretary.

Phones: Office, 23 953; Res., 39 515  
Office Hours: 9 a.m. to 1 p.m.; 2 to 5 p.m.  
and by appointment

**DR. W. KURTH**  
OSTEOPATHIC PHYSICIAN

810-12 Somerset Block, cor. Portage and Donald  
WINNIPEG

### WAITING ROOMS

**THE GOODYEAR**  
SHOE REPAIR WORKS

Phone 21 587

Hargrave Street (opposite Eaton's)

### CELLULOID BUTTONS

For Boys' and Girls' Clubs, School Pins, etc.

**School Chart Printing Outfits**

Send for Illustrated Sheets of above.

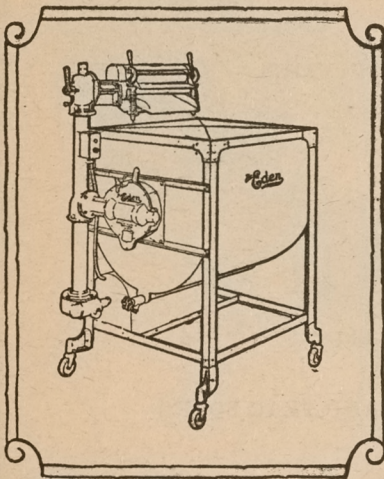
**CANADIAN STAMP COMPANY**  
STAMPS, STENCILS, SEALS, ETC.

324 Smith St., WINNIPEG, Phone 23 395



**MACHRAY, SHARPE, LOCKE,  
PARKER & CRAWLEY**Barristers, Solicitors,  
Attorneys, Notaries, Etc.Canadian Bank of Commerce Chambers  
389 Main Street Winnipeg

# Easy terms



## The Eden

**ELECTRIC  
CLOTHES WASHER**

For less than you'd pay a good washwoman, you can own an Eden. Then work and lost time disappear, clothes are washed cleaner and last longer. Let us demonstrate it at your convenience, right in your own home. Easy terms can be arranged.

SOLD BY  
APPLIANCE DEPARTMENT  
**Winnipeg Electric  
Company**

Main Floor, Electric Railway  
Chambers

**DIRECTORY OF TEACHERS' ORGANIZATIONS****THE CANADIAN TEACHERS' FEDERATION**

President.....M. J. COLDWELL, Regina, Sask.  
Past President.....DR. R. E. HOWE, Westmount, Que.  
Vice-President.....DR. E. A. HARDY, Toronto, Ont.  
Secretary-Treasurer.....G. J. ELLIOTT  
403 McIntyre Block, Winnipeg, Man.  
Executive.....G. W. CLARK, British Columbia  
".....E. A. WAITE, Alberta  
".....W. MOUNTFORD, Manitoba  
".....LEO. McDONALD, Prince Edward Island  
".....DR. G. J. OULTON, New Brunswick

**PROVINCIAL SECRETARIES**

British Columbia Teachers' Federation—  
H. Charlesworth, 614-616 Credit Foncier Bldg.,  
Hastings and Hornby Sts., Vancouver.  
Alberta Teachers' Alliance—  
J. W. Barnett, Imperial Bank Bldg., Edmonton.  
Saskatchewan Teachers' Alliance—  
R. Henderson, Mayfair School, Saskatoon.  
Manitoba Teachers' Federation—  
E. K. Marshall, 403 McIntyre Block, Winnipeg.  
Ontario Secondary School Teachers' Federation—  
S. H. Henry, 226 Evelyn Ave., Toronto 9.

Ontario Public School Men Teachers' Federation—  
L. J. Colling, 98 Barnesdale Ave., N., Hamilton.

Federation of Women Teachers' Associations of  
Ontario—  
Miss H. E. Carr, 54 Proctor Boulevard, Hamilton.

Provincial Association of Protestant Teachers of  
Quebec—

R. P. Bissell, 181 Querles Ave., Outremont.

New Brunswick Teachers' Association—  
C. T. Wetmore, Hampton.

Nova Scotia Teachers' Union—  
Miss Laura Martin, Amherst.

Prince Edward Island Teachers' Federation—  
Miss Jessie Fullerton, Charlottetown.

**NATIONAL UNION OF TEACHERS (England)**—  
F. W. Goldstone, Hamilton House, London,  
W.C.I. (England).

**EDUCATIONAL INSTITUTE OF SCOTLAND**—  
Mr. Henderson, 47 Moray Place, Edinburgh.

**AMERICAN FEDERATION OF TEACHERS**—  
F. G. Stecker, 327 La Salle St., Chicago, Ill.

**NATIONAL EDUCATIONAL ASSOCIATION**  
(U.S.A.)—  
J. W. Crabtree, 1201 16th St., Washington, D.C.

**NEW ZEALAND EDUCATIONAL INSTITUTE**—  
H. A. Parkinson, Wellington.

# The Water Way is the Comfort Way

# EAST

Picture the comfort and pleasure of going East on your next trip—*by boat*. Imagine yourself stepping out for a brisk mile-walk on a broad deck in the bracing lake air, for an appetizer—then sitting down with congenial companion passengers for quite the finest meal you have ever tasted.

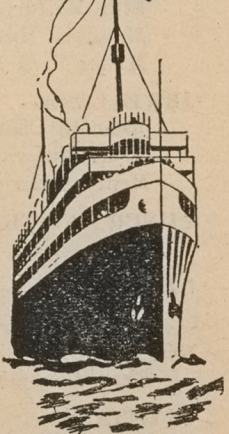
Think what it means to sleep in a roomy, comfortable cabin while these giant Northern Navigation Liners speed across the sparkling waters of the Great Lakes; to rest and relax in richly furnished lounge rooms; to sit in a glass enclosed observation room and watch the passing scenery, mighty Superior, the Soo Locks, the beautiful St. Mary's River, Lake Huron, then Sarnia, where a train awaits to take you to your destination.

The fare this way is the same as by rail—yet the trip by boat is a vacation in itself. Trains and boats make excellent connections at all ports. Be sure your ticket East reads Lake and Rail.

Three sailings weekly from Port Arthur—Mondays, Wednesdays and Saturdays via Sault Ste. Marie and Sarnia, for Toronto and points East.

For reservations and tickets apply to  
**R. Crawford, General Passenger Agent**  
234 Portage Ave., Winnipeg  
or any railway ticket agent

**NORTHERN NAVIGATION COMPANY**  
Owned and Operated by Canada Steamship Lines Limited





# "One Good Turn Deserves Another"

Members of the Federation are asked to give preference to the firms whose names appear in our advertising columns, and to mention this magazine when purchasing. If readers of "The Manitoba Teacher" support its advertisers by patronizing them whenever possible, our advertising will become permanent and the increased revenue from this source can be used to produce a better magazine. If you desire to make a purchase, please refer to the following list, and you will find the right firm to cater to your wants:

## BANKS—

Canadian Bank of Commerce.  
Royal Bank of Canada.

## BARRISTERS—

Machray, Sharpe, Locke, Parker & Crawley.

## BOOK PUBLISHERS—

Longmans, Green & Co.  
The Musson Book Co. Ltd.

## BUSINESS COLLEGES—

Dominion Business College.  
Manitoba Business College.  
Success Business College.

## CHIROPODISTS—

Dr. B. A. Lennox.  
Dr. Roveda.

## FLORISTS—

Broadway Florists.  
A. R. King.

## FURS—

Holt, Renfrew & Co.

## GAS AND ELECTRIC APPLIANCES—

Winnipeg Electric Co.

## HAIRDRESSERS—

Bee Brown's Beauty Parlor.  
Mrs. L. Boo.  
Bowman Hairdressing Parlor.  
Chicago Hairdressing Parlors.  
Elite Hairdressing Parlors.  
Manitoba Hair Goods Co., Ltd.  
Misses K. & Isabel MacDonald.

## JEWELLERS—

Kenneth Chowen.  
D. R. Dingwall Ltd.  
Henry Birks & Sons.

## LUNCH AND TEA ROOMS—

Brathwaite's.

## LADIES' WEAR—

Hollinsworth & Co., Ltd.

## NOTE BOOKS—

Chas. Chapman & Co.

## OPTICIANS—

Harry S. Nowlan.  
W. O. Scott.

## OSTEOPATHIC PHYSICIANS—

Dr. W. Kurth.

## PENS—

A. F. Sprott.

## PICTURES AND ART SUPPLIES—

Richardson Bros.

## PRINTING—

Veteran Press Ltd.

## RUBBER STAMPS—

Canadian Stamp Co.

## SCHOOL SUPPLIES—

Anderson-Currie Co.  
Geo. M. Hendry Co. Ltd.  
E. N. Moyer Co., Ltd.

## SCHOOL MAGAZINES AND YEAR BOOKS—

Veteran Press Ltd.

## SHORTHAND—

Gregg Publishing Co.

## SHOES—

Rannard-Yale Shoe, Ltd.

## SHOE REPAIRING—

Goodyear Shoe Repair Works.

## SPORTING GOODS—

Johnny Farquhar.

## STORY WRITING—

Shaw Schools, Ltd.

## SUMMER CAMPS—

P.A. & L.A. Camp, Minaki.

## TOURS AND TRAVEL TRIPS—

Canadian National Railways.  
Canadian Pacific Railway.  
Northern Fish Co.  
Northern Navigation Division of Canada Steamship Lines, Ltd.

## UNIVERSITIES AND COLLEGES—

Brandon College.  
School of Physical Education,  
McGill University.  
University of Manitoba.

## WEDDING STATIONERY—

Veteran Press Limited.

Members! It's "up to you" to support these advertisers—they help to support your magazine.





# LOW FARE SUMMER TOURS

In effect May 15th.

## Canadian Pacific Rockies

*Banff - Lake Louise - Emerald Lake*

*t<sub>o</sub>*

## Pacific Coast - Alaska

*Vancouver - Victoria - Seattle - Portland - Tacoma  
San Francisco - Los Angeles - Alaska—Via the re-  
nowned inside passage.*

## Eastern Canada

*A choice of routes via rail or lake and rail.*

## Overseas Tours

*To scenic and historic spots of the old world.*

Ask the Ticket Agent for full information.

# CANADIAN PACIFIC





# THE MANITOBA TEACHER

QUISQUE PRO OMNIBUS

Official Organ of the  
MANITOBA TEACHERS'  
FEDERATION



Published on the  
FIRST OF EACH  
MONTH  
(Except July and August)

## EXECUTIVE OF M.T.F., 1927-28

### Officers:

President: W. SADLER, Winnipeg  
Immediate Past President:  
A. C. CAMPBELL, Winnipeg  
Vice-President:  
J. R. HAMILTON, Portage la Prairie  
Treasurer:  
W. MOUNTFORD, Winnipeg

Solicitors: Machray, Sharpe, Locke, Parker & Crawley

General Secretary (to whom all communications should be addressed):

E. K. MARSHALL, 403 McIntyre Block, Winnipeg

Telephone 88 606

### District Representatives:

District A (Winnipeg)—Miss Margaret Bell, A. E. Hearn, George Florence, C. W. Laidlaw.  
District B—Fred Tinkler, St. James; Fred L. Johnston, St. Vital.  
District C—W. A. Anderson, Virden; George Blackwell, Darlingford.  
District D—Miss Hazel Manwaring, Birtle; F. B. Fox, Teulon.

## THE MANITOBA TEACHER

### EDITORIAL BOARD:

Editor: A. H. HOOLE, 156 Lenore St., Winnipeg.

Associate Editors: MISS LUCILE ELDER, Winnipeg; MISS FRANCES ORMOND, Winnipeg.

Published by the M.T.F. Magazine Committee: F. TINKLER, St. James, Chairman.

SUBSCRIPTION: \$1.00 per annum; single copies, 15c.

All enquiries regarding Advertising and Rates should be addressed to Advertising Department, Manitoba Teacher, 346 Cumberland Ave., Winnipeg

Authorized by Postmaster-General, Ottawa, as Second Class Mail

VOL 8, No. 7

35

JUNE, 1927

## OFFICIAL ANNOUNCEMENTS

### IMPORTANT

The Federation Year began  
on April 1st.

### Fees for 1927-8

Capitation Tax.....\$4.00  
Subscription to "The  
Manitoba Teacher".....\$1.00  
Total Fee.....\$5.00

### NOTICE

Lists of salaries paid in the graded schools of the Province have been mailed in sealed envelopes to members of the Federation outside of Winnipeg. Should any member fail to receive a copy, we shall be glad if he will notify the General Secretary at once. These lists have been very carefully prepared; nevertheless some mistakes may have been made. Teachers are asked to notify the General Secretary of any errors they discover. The information thus made available for our members will, we believe, be of great value and assistance to them.

## MEMBERSHIP PAYMENTS

### For 1927-28

Winnipeg .....109  
Rural .....207  
Total .....316

The following places have not yet completed their organization: Arborg, Brookdale, Decker, Eriksdale, Graysville-Roseisle, Grandview, Kelwood, Kenton, Morris, McCreary, Poplarfield, Reston, Rivers, Swan Lake, and many other points at which Locals might be formed.

### ARE YOU MOVING?

All teachers who change their address before the September issue of the Magazine are most earnestly requested to notify the Federation Office, 403 McIntyre Block, Winnipeg, of such change, so that our mailing lists may be corrected. Failure to do this will result in much disappointment and waste, for magazines sent to wrong addresses are not returned by the Post Office and hence the reason why some readers fail to obtain their copies.

## Manitoba Teachers' Federation

### LOCAL ORGANIZATIONS

Name	Secretary
Alexander-Oak Lake.....	Miss Lilian Hodges Alexander
Argyle .....	Miss M. Bateman Baldur
Beausejour .....	Miss A. C. Campbell
Binscarth.....	O. T. Gamey, Strathclair.....
Boissevain .....	Miss I. J. Stewart
Brandon .....	Miss Edith Inley Collegiate Ins., Brandon
Brooklands .....	Miss F. M. Leeming
Carberry.....	Miss S. A. Sproat Macgregor.....
Carman-Oak Bluff.....	Miss F. E. Andrew Sanford
Carroll .....	Wm. Gresham
Dauphin .....	W. J. Henderson
Deloraine .....	Miss L. M. Lively
Durban-Benito .....	Miss E. Robertson, Benito
East Kildonan.....	Mr. Grant Watson, Prince Edward School
Elgin .....	Miss K. A. Hammond
Emerson .....	Geo. White
Ethelbert .....	Wm. Hryhorchuk, Ethelbert
Fisher Branch.....	Miss Hames
Gilbert Plains.....	Miss W. Woods
Gimli .....	Mr. F. J. Solmundson
Gladstone .....	Miss H. A. Vandecar
Gretna .....	P. D. Reimer
Hamiota .....	Miss F. Wilson
Killarney .....	Mr. Howard Haines
Lac du Bonnet.....	W. F. Billyard, Great Falls
Louise .....	Mr. G. G. Perry, Clearwater
Manitou .....	Miss A. E. Pollock La Riviere
Melita-Napinka .....	Miss Stella Bolton Melita
Miniota .....	Mr. J. L. Morrow
Minitonas .....	Miss M. E. McMillan
Minnedosa .....	Miss E. M. Harrison
Morden .....	Miss E. Freeborn
Neepawa .....	Miss E. C. Laidler
Norwood .....	Miss Agnes Morrison Tache School
Plumas .....	Miss Annie Riddell
Plum Coulee .....	J. N. Hoepfner
Portage la Prairie.....	Miss Ila Tidsbury
Roblin .....	Miss Lina Burke,
Russell-Rossburn .....	J. H. Doughty, Russell
Roland .....	Miss H. A. McDonald
Selkirk .....	Miss M. Anderson
Sifton-Winnipegosis.....	H. L. Stein, Sifton
Souris .....	Miss M. Tidsbury
Steinbach .....	A. P. Salemka
Stonewall .....	Miss J. A. Nisbet Stony Mountain
Swan River.....	Miss E. P. McDonald
St. James .....	D. Belyea Assiniboine School
St. Vital .....	Miss Jean Hinds
Teulon .....	Mr. F. B. Fox
Transcona .....	Miss M. E. Wright
Treherne-Glenboro.....	R. E. Beecher Cypress River
Virden .....	Miss Jean Coutts
West Kildonan .....	Miss A. Byrne
Winkler .....	G. E. Penner
Winnipeg .....	Geo. Florence 460 Dominion St., Wpg.



# Dominion Business College Student Wins Provincial Championship

AT RECENT ALL-CANADA TYPING CONTEST  
NOVICE DIVISION

---

## *Outstrips All Rivals By Nine Words a Minute*

---

The Novice Championship Contest was open to all Business College students in Manitoba who began their training on or after August 1st, 1926.

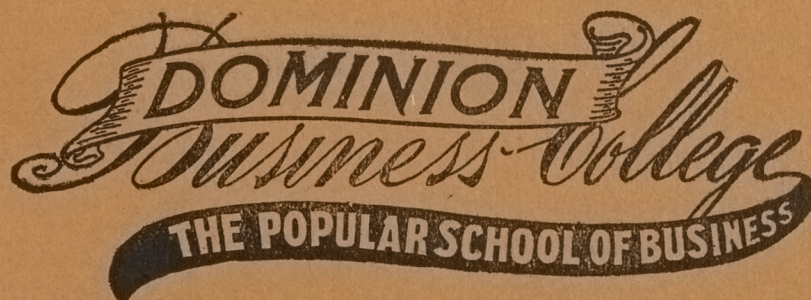
The Championship was awarded to Miss Chrissie Bromley, fifteen years of age, with a net speed of 61.9 words a minute. Miss Bromley began her course at the Dominion Business College August 24th, 1926. Second place was awarded to Miss Ruby Belyea, of the Manitoba Business College.

This is the contest that reflects the quality of instruction given in Business Colleges, since at the time of the contest (April 2nd) Miss Bromley had had no experience—in fact had barely completed her training.

ANOTHER FACT: Only three silver challenge cups were offered for competition—one for experienced experts; one for those having a little experience, and one for students. The student cup was won by Miss Bromley, of the "Dominion." Any "claims" indicating there were more than three cups offered for competition **ARE NOT IN KEEPING WITH THE FACTS.**

---

IT PAYS TO ATTEND THE



301-2-3 NEW ENDERTON BLDG. (Next to Eaton's)  
WINNIPEG

DAVID COOPER, C.A.

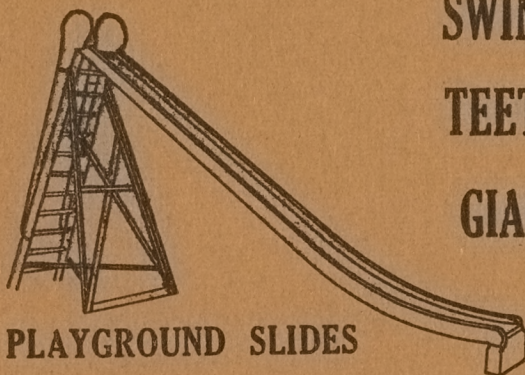
- - President



# Celebrate Canada's Diamond Jubilee

BY EQUIPPING YOUR SCHOOL DIAMOND WITH

## MOYER'S PLAYGROUND EQUIPMENT



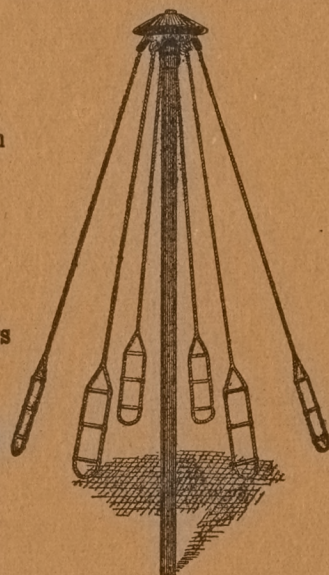
PLAYGROUND SLIDES

SWINGS  
TEETERS

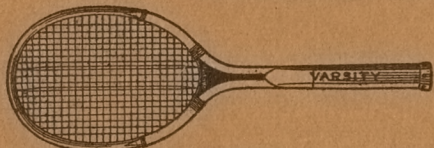
in any  
number  
or  
combination

GIANT STRIDES

Write for particulars  
and quotations



BASEBALL BATS .....	\$1.25 and \$2.00
SOFT BALL BATS .....	\$1.00 and \$1.25
INDOOR BALLS, 12" .....	\$1.75
PLAYGROUND BALLS, 12" .....	\$2.00



TENNIS RACQUETS .....\$6.00

### BUNTING and FLAGS

3-Color Bunting, 28", Red, White and Blue. Per yd.....	35c
Single Color Cheese Cloth, 25", Red, White or Blue. Per yd.....	08c
Flags, Union Jack and Dominion Ensign .....	\$1.00 up
Small Union Jack, 2"x3". Per doz.....	35c



### FOOTBALLS

All English made. The  
kind that lasts.

Official .....	\$7.00
Regulation .....	\$6.50
Special .....	\$4.00
Junior .....	\$3.25

WRITE FOR SPECIAL BOOKLET ON STUDENTS' SELF HELP SERIES

"EVERYTHING FOR THE SCHOOL"

## E. N. MOYER COMPANY Limited

"CANADA'S SCHOOL FURNISHERS" SINCE 1884

110-120 PRINCESS ST., WINNIPEG, MAN.

TORONTO

SASKATOON

EDMONTON